

REPORT
ON THE
STATE OF EDUCATION
IN THE
NATIVE STATES OF RAJPUTANA
1905

BY
F. L. REID
*Principal, Ajmer Government College, and Inspector of Schools
on Special Deputation*



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FROM

F. L. REID, Esq.,

Inspector of Schools on Special Deputation in Rajputana,

TO

The First Assistant to the Hon'ble the Agent to the
Governor-General,

RAJPUTANA, MOUNT ABU.

Dated 14th April 1905.

SIR,

In accordance with instructions from the Government of India conveyed in their No. 4402 I. A., dated 9th December 1904, I have this winter made a tour through the States of Rajputana, enquiring into their systems of Education. The only States not visited have been Alwar and Jaisalmer. I have already submitted detailed reports on each State to the authorities concerned, together with such suggestions as in my opinion may tend to the improvement and advancement of their system. I now have the honor to submit for the consideration of the Government of India a general summary and review, adding these detailed reports in the form of Appendices.

2. Until within comparatively very recent years there appears to have been no systematic education, no education worthy of the name, in any of the Rajputana States, beyond the imperfect practice observed in the indigenous pathshalas, attended mainly by the children of the trading classes and artisans. These indigenous schools teach arithmetical tables and a method of mental calculation: they further, in some instances, afford a very rudimentary knowledge of reading and writing. They suffice for people whose educational desires are limited by the capacity to keep accounts and to conduct trade in the old primitive fashion. For other and higher purposes they are inadequate and useless. They will not assist a youth to improve his position in life, nor qualify him for work connected with any department of the State. The steady advancement of the railway, bringing into touch with the outer world States that previously were remote and uninfluenced by modern ideas and modern progress, is slowly revolutionising the condition of the people of Rajputana; other civilising causes too are at work; and the necessity of arousing the people from their apathy, indifference and ignorance, so as to fit them for their changing environment, is becoming a duty that can no longer be neglected. In Tonk and other Mohamedan centres where Makhtabs exist little is learnt, but long passages by heart from the Koran.

3. *Banika System.*—A special system, indigenous and found only in Bikaner, is that known as the "Banika." This is a practice of teaching very advanced and complicated Mental Arithmetic, useful in mercantile and banking transactions. A very primitive kind of writing and reading

is also taught, the writing being such as can only be read by this special class. Attached to the High School at Bikaner is one of these institutions, attended by 250 children of between seven and twelve: quite little boys will reply swiftly and correctly to very difficult questions connected with Exchange, Profit and Loss, Hundies, Present Worth and Discount, Interest, and Stocks. There are 14 such schools maintained by the State, while both in the city and the district towns and villages there are many privately supported. Every year a large number of boys thus mentally equipped leave Bikaner and join banks and the shops of *Saokars* in all the large trading centres of India: there they pass a time of apprenticeship, learning to apply their theoretical knowledge to various forms of practical business; and they then readily find employment as agents and brokers, becoming frequently principals themselves. They, as a class, amass large fortunes, which, as a rule, they enjoy in Bikaner itself. The usual practice is that while members of a family are working outside Bikaner, all over India, the head-quarters of the family remains in Bikaner, to which from time to time the working members return for short periods of holiday and rest, and which they ever look upon as their home. This explains how it is that throughout Bikaner there are so many wealthy residents.

✓ 4. An examination of the Census returns shows that the total population of Rajputana, excluding Alwar and Jaisalmer (not visited), is 89,40,908: if it be accepted that 15 per cent. are of a school-going age, there ought to be 13,41,136 children receiving instruction. But excluding those who attend indigenous schools the number is no more than 33,540, or less than 4 per cent. This fact proves how lamentably backward in respect of education Rajputana is.

5. The indigenous schools of Rajputana fall far below the Primary Schools of the British system. The aim of these latter has been said to be "to teach the child to read and write his own language; to obtain a sufficient knowledge of Arithmetic and Mensuration to enable him to do easy sums and to understand the simple forms of the native accounts, and the village map; to acquire a rudimentary knowledge of Geography, Agriculture, Sanitation, and of the History of his country; to train his faculties by simple kindergarten and object lessons, and to develop his physique by drill and exercises." The indigenous schools of Rajputana, beyond in a limited degree teaching some Arithmetic, do none of these things. Having no well-conducted Primary Schools in their neighbourhood to serve as models they have undergone no improvement, and are as they were hundreds of years ago.

6. But the immense majority of the population of Rajputana is agricultural and pastoral, and has not in the past availed itself to any great degree of even the limited educational facilities afforded by the indigenous schools. Among this class generally education may be said to be non-existent. There is a tremendous field in every Native State for good work being done in the direction of both Primary and Rural education. In some places, essentially agricultural, the simpler methods adopted in the rural schools of British India would be all that would be required, methods that admit of the boys gaining useful instruction and developing their

intelligence, and at the same time of devoting part of the day to field work. Such a course would occupy five years, say from 6 to 12; and would instruct the boys in reading, writing, native accounts and arithmetic, simple forms of agreement, elementary drawing and surveying, understanding of maps, simple agricultural and sanitary facts. A committee formed in Bengal to consider this question of rural education has recommended that model text-books for the use of the sons of agriculturists should be prepared, and that they should then be translated into the local vernacular. This is very necessary in Rajputana where ordinary Nagri, in which most school books are written, is essentially a foreign language; and where Marwari, Mewari, Dhundari and other local dialects prevail. These general readers would provide the lessons in agriculture and physical science, and the only other books required would be simple Geography and an Arithmetic. The plan of attaching gardens or small experimental farms to these rural schools has been adopted on a small scale in Kishangarh, and is said to be popular and successful. Such a policy probably admits of wide extension. In places where the sons of Mahajans, Brahmans and members of the official class are numerous, with more time at their disposal, the more ambitious curriculum of the ordinary Primary School would, with advantage, be followed; and wherever there is a demand for a higher class of education, arrangements should exist for converting the Lower Primary into Upper Primary schools.

✓ 7. The development and extension of such a system seems called for throughout Rajputana, even in the States that are most advanced. The various States differ considerably in the degree to which Primary Education has been encouraged. It is unnecessary and would be invidious to draw a strict comparison between one State and another. But I may say that in none does more pains seem to be taken than in Jaipur: whilst in Kotah, in Bharatpur and in Kishangarh there is at least the foundation of a good system. In some of the smaller States, such as Bundi, Dholpur, Shahpura, Banswara, Partabgarh and Dungarpur, there is no pretence—or has not been until quite lately—of any system of Primary Education; whilo in Tonk, Udaipur, Jodhpur, and Jhalawar, the frame-work alone exists but has not been filled in. Particulars of the existing condition of Primary Education in these States are given in the Appendices. It will be seen that even the most advanced of them is very backward compared with a British District: much remains to be done in the best, while in many a whole system has to be organised. At the same time the call for a better class of teacher and for improved inspection—both subjects treated of later on—is urgent.

✓ 8. One reason why the Durbars generally evince reluctance to extend an educational system through their States is that the expense thereof falls directly on the State resources; and the demands upon those resources are already so great that the Chiefs cannot afford the luxury of increased expenditure upon schools. In the large majority of States there is no cess, nor any equivalent for it, wherfrom to defray the expenses of education: Kishangarh levies one per cent. on land revenue from Khalsa and alienated lands alike; in Udaipur in the Khalsa villages there is a levy; and in Tonk an insignificant amount of

some Rs. 90 per annum is raised. But with these exceptions the cost of education is a direct charge on the State. If, therefore, a cess were levied in all Native States as it is in most parts of British India, it would render the task enjoined on each State by its educational requirements so much the easier.

✓ 9. The following is a list, giving the expenditure on Education in each State, and showing approximately what proportion that expenditure bears to income :—

	Expenditure on Education,	Revenue of State,	Percentage.
Kishangarh,...	Rs 11,127	Rs. 6,00,000	... 1·85
Jaipur ...	„ 90,000	„ 62,00,000	... 1·46
Udaipur ...	„ 28,000	„ 20,00,000	... 1·40
Bikaner ...	„ 27,000	„ 20,00,000	... 1·35
Jhalawar ...	„ 6,000	„ 5,00,000	... 1·20
Kotah ...	„ 28,000	„ 28,00,000	... 1·00
Shahpura ...	„ 3,274	„ 3,00,000	... 1·08
Bharatpur ...	„ 55,113	„ 36,50,000	... 1·01
Jodhpur ...	„ 44,500	„ 50,00,000	... ·89
Partabgarh ...	„ 1,500	„ 1,75,000	... ·85
Dholpur ...	„ 3,677	„ 10,00,000	... ·36
Sirohi ...	„ 700	„ 3,00,000	... ·23
Bundi ...	„ 3,438	„ 8,00,000	... ·04
Tonk ...	„ 12,100	„ 15,00,000	... ·08
Karauli ...	„ 4,048	„ 5,00,000	... ·001

10. *Secondary Vernacular.*—Schools teaching up to the Middle or Final Standard are found— 15 in Bharatpur, 15 in Jaipur, 3 in Kishangarh. In the Bharatpur State to five of these English classes of an elementary nature are attached.

This is the standard that in British Districts is regarded as completing a Vernacular education; and yet in all but three States of Rajputana not a single school of such a standard exists. This standard is supposed to convey sound practical knowledge such as will “make those who possess it more useful members of society in every condition of life.” It is not to be expected that the agricultural classes or those content with trading on old lines will in any large numbers avail themselves of this standard. But in all large centres of population there must be many who desire to progress, especially if by passing this standard they obtain chances of future advancement. Throughout British India these schools have a tendency to transform themselves into Anglo-Vernacular ones; but in the Rajputana States where English is in no case Court or Official language, but where all correspondence is conducted in the vernacular, schools of this class would have—it seems reasonable to suppose—a wide field of usefulness. Therefore I suggest they should be encouraged by every possible means.

11. In British India the having passed the Anglo-Vernacular Middle Standard is regarded as a necessary qualification for employment; consequently the schools are well filled, and official work is performed in

a much improved manner. The cause of education is thereby stimulated; and there is a gradual rise in a district of both moral and intellectual tone. In Rajputana, however, State-employment depends in no way upon fitness, nor upon any educational qualification: hereditary claims are considered, and where they do not exist, patronage depends largely on favour. Boys find that flattery and subservience to those in authority are the readiest avenues to employment. Consequently throughout the Native States, every department is thronged with uneducated inefficient officers, who fail to realise their responsibilities, and are incapable of serving the best interests of their State. I have suggested in my reports to each State that in the apportionment of State appointments the practice of preferring youths who have passed the Vernacular Middle Standard, or who at least possess some educational qualification, should be widely observed, and I hope my suggestions will receive the support of the Government of India. In every State there are hundreds of small appointments connected with Revenue work, the Customs, Civil and Criminal Courts, Education, Police, and other branches of administration that young men possessing some education would fill with better results than can possibly be obtained from the present system, or lack of system. Education would be encouraged, the people would be benefited, while the State would obtain a very valuable interest upon the money that it spends, in the shape of a much improved class of official.

12. Secondary Anglo-Vernacular Education has not as yet been needed in the small States of Dungarpur, Banswara and Partabgarh: they are content with the Primary stage of English. In Dholpur and Shahpura, the Middle Standard is the highest reached, and probably for some years to come this will satisfy their requirements. Such few boys as desire to continue their studies to a higher point are, in Shahpura, awarded scholarships enabling them to join a High School and sometimes subsequently a College elsewhere: and this practice may probably be before long followed in Dholpur. All other States support High Schools, whose aim is to pass boys at the Allahabad University Entrance Examination. The following table shows the degree in which these schools achieve their object; it shows the number of boys in the Entrance and Preparatory Entrance Classes, and it gives the number that have passed the Entrance during the last 5 years:—

	No. in the 2 Entrance Classes.					Number passed.
Jaipur	75	...	...	76
Udaipur	9	...	...	17
Jodhpur	20	...	...	15
Bharatpur	11	...	...	12
Bikaner	11	...	...	11
Kotah High School	9	...	...	10
„ Nobles’	„	...	4	...	...	9
Bundi	6	...	...	6
Jhalawar	12	...	...	3
Karauli	2	...	...	1

With these results may be compared those of the Ajmer Schools :

	No. in the 2 Entrance classes.		Number passed.	
Government Collegiate School	...	76	...	78
D. A. A. V. High School	...	24	...	27

That the Entrance Examination is not a perfect test of a school's or of a student's merits may be admitted : but at present I cannot recommend the recognition of any 'better one; Rajputana has scarcely yet reached the stage when the system of "Leaving Examinations" could be introduced, with confidence in their reliability.

13. It will be noticed that in many of the schools the upper classes are very poorly filled ; and in some the results seem scarcely to warrant the increased expenditure that a High School demands in excess of the cost of a Middle one : it is a question whether in some of these schools a system of scholarships to selected boys, admitting of their continuing their studies elsewhere, would not prove of equal advantage to the boys and be more economical to the State. But there is a feeling in each State that the possession of a High School enhances its dignity and importance ; and the lowering of the status of a school once established as a High School would not be a popular measure. The small number in the higher classes often indicates a small desire for higher education : in such cases time and the advance of progress will gradually mend matters. But in many schools it is due to the inefficiency of the staff, too much being attempted with limited means. No High School can hope to be a success unless it has a zealous well-trained Head Master with a competent staff under him : and this staff should comprise at least one Graduate, with a number of Undergraduates and Matriculated teachers. No idea is more mistaken or more productive of mischievous results than to think that any young man with a smattering of English is competent to teach the elements of English to young children. It is in the early stages, when pronunciation and the simplest idioms have to be acquired, that the most careful training and supervision are necessary. Therefore it is that in most of the Anglo-Vernacular Schools in Rajputana the need exists for improved teachers, a need that will necessitate increased expenditure.

✓ 14. The only High Schools that can be considered satisfactory are those at Jaipur, Udaipur, and Bikaner, but the efficiency of the Udaipur School is due rather to the special zeal and industry of the Head Master than to the staff or general organisation. That at Kotah requires some small strengthening of its staff to bring it into line with them ; and the same may be said for the school at Bharatpur. The Jodhpur school also does good work. The other High Schools, in order to justify their existence, require their staffs to be considerably strengthened. Suggestions on this point have been made to each State in my detailed reports.

15. These Secondary Schools, however, are not to be gauged merely by the number of boys who pass the Entrance : their efficiency depends in a greater degree upon the condition of their lower classes. Frequently it happens that the large majority of scholars that swell

the total number of a school are found in the Preparatory and Primary classes, and that very few continue their studies into the higher stages. Frequently, too, the lower classes are poorly taught, while upon a selected few the Head Master concentrates all his efforts, and with them obtains a success that in no way fairly represents the general condition of the school. It follows, therefore, that where efficient inspections or examinations are not held, the education that the younger boys receive and that the large majority leave school with, is often of a most imperfect nature. I find this to be the case in Karauli, Bundi, Jhalawar, and Tonk ; in a lesser degree it is true of Bharatpur, Kotah, Dholpur, Udaipur and Jodhpur. The need of a better class of teachers for the lower classes is felt in all. At Bikaner and Jaipur the organisation is satisfactory, the staff is sufficient, and the control over them strict.

16. In the United Provinces until recently an examination was held at the end of the Middle stage, called the Middle Anglo-Vernacular Examination : this occupied a position midway between the end of the Primary stage and the Entrance Standard. Recently this examination has been discontinued. Inspectors are in future to visit schools and hold examinations *in situ* at the end of the Primary stage : and the place of the Middle Examination has been taken by a High School Scholarship Examination, at which selected boys from Middle classes compete for scholarships. For other boys who reach this Middle stage there is no public examination. In British India this fact presents no difficulties, for the inspecting agencies have been strengthened, and more frequent inspections take the place of the former examination. But in the Native States of Rajputana there is no properly-organised staff of Inspectors ; except the test afforded by a public examination, no means exist of estimating the value of the work being performed by any school ; and with the cessation of this examination the schools and teachers are left practically uncontrolled, with no independent definite test of their quality. The necessary result is that teachers relax their efforts, pupils grow slack, and no one takes much interest in the school. Consequently strong representations were made to the Government of India ; and it has now been ruled that for such schools in Rajputana as care to take advantage of it a Middle Anglo-Vernacular Examination will be held annually in Ajmer, under the authority of the Director of Public Instruction, Ajmer-Merwara, and under the management of the Principal of the Ajmer Government College. This examination has now been held twice, and is already proving popular and useful. The teachers of the various Secondary Schools scattered over Rajputana have now a definite point to which to direct their efforts : they have a means of comparing their own condition with that of other schools : they learn where to correct, in what direction to improve : the examination acts as a test, a guide, and a stimulus. In Rajputana, where as yet for itself education is not much cared for, without any definite standard at which to aim, boys are apt to leave school at a very early stage ; but when they have a prospect of obtaining a certificate that may prove useful to them, they will con-

continue to study up to that standard. And, moreover, many having reached that standard have by that time developed a taste for learning which urges them to continue to still higher standards. Until, therefore, the time arrives when reliable Inspecting Officers are spread over Rajputana, as they are over British India, this examination will be a most important factor in the advancement of education.

17. At present, in its third year, 23 institutions, representing schools from most of the States, have joined this examination.

Those States that have not as yet joined are Jaipur, Bikaner, Dholpur, Jhalawar, Alwar and four of the smaller ones.

In Jaipur a few boys appear for the High School Scholarship Examination: other boys who have reached the Middle stage are not presented at any public test, and it is impossible therefore to compare the progress being made by the schools of this State with that made by the schools of other States. The Jaipur State is, not unnaturally, proud of its educational system, which is confessedly the best among the Native States of Rajputana; and is somewhat reluctant to subject it in any way to Government authority. But, as I have pointed out in my detailed report to this State, to take advantage of the Rajputana Middle Examination would be in no way derogatory to either the dignity or the independence of the State. The Alwar State, bordering on the Punjab, adopts the system prescribed in that Province. Bikaner has not yet sent up boys to this examination, the excuse furnished being a disinclination to acquire the small amount of Urdu insisted upon. It is, however, anticipated that this objection will shortly disappear, and that Bikaner will no longer hold aloof from this useful test. In Dholpur the Anglo-Vernacular Middle stage has not yet been reached. The distance between this State and Ajmer is considerable, and it may be convenient for boys of this State and of Bharatpur if Bharatpur becomes constituted a centre for this examination. Jhalawar also finds a hindrance in the great distance to be traversed: but there is reason to hope that the Darbar will realise the advantages to be gained and defray the expenses of candidates.

18. Attached to the High School at Kotah there is a class for training boys to become Patwaries. The school contains 25 boys, each in receipt of a stipend of Rs. 4 per mensem. Previous to enrolment a boy has to pass a qualifying examination; he is then for some six months taught surveying and the keeping of village papers, and is then transferred to some Revenue Officer to obtain practical experience. An elementary Patwari class exists also at Karauli. In Ajmer, too, the system has long been followed. I would point out the usefulness of extending this system to every State in Rajputana. There is no reason why the hereditary claims of individuals should cease to be considered: to young men possessing such claims preference would continue to be given, the only change in system being that they would receive some education in their duties before assuming charge of them.

19. Nowhere but in Kishangarh have I found provision made for systematic religious teaching. Throughout that State, in every school;

half an hour daily is devoted to "Sanatan Dharm," orthodox religious instruction. The practice is most popular, and there seems no reason why it should not become more widely customary.

20. The want of trained teachers is much felt throughout Rajputana. Without competent teachers no school can succeed, the money that is spent being to a great extent wasted. Teachers are wanted for all classes of schools—for High Schools, for Secondary-Vernacular and Anglo-Vernacular, for Primary and for Rural. As a general rule it may be accepted that to have charge of a Primary School a teacher should have passed the Vernacular Final, while to have charge of a Vernacular Final School he should have been trained in a Normal School. To qualify men for teacherships in rural Primary Schools, a special modified training would be necessary. The form that this training should take is now under discussion by a Committee formed under the Director of Public Instruction, Bengal. For Anglo-Vernacular Schools the Head Master at least should have been trained in the principles as well as in the practice of teaching; whilst the junior teachers should be Graduates or Undergraduates, or at least young men who have passed their Entrance Examination. As I have already suggested, nothing is more pernicious or more destructive of all chance of ever acquiring a proper knowledge of English than for a child during the early stages of his education to be taught by an inefficient youth who is himself only half educated, with imperfect knowledge of English, and ignorant of the proper method of teaching. In some of the more remote parts of Rajputana it may be necessary to offer a higher salary than what would attract men to places near their homes; but by offering sufficiently high salaries it is not impossible to secure competent men for the Anglo-Vernacular Schools, men who have been trained and educated in Colleges in British Districts. An almost insuperable difficulty, however, exists in obtaining trained men for the charge of Vernacular Secondary and Primary Schools. There are in Rajputana no Normal Schools and very few Vernacular Final ones: nor can recourse be had to the Normal and Vernacular Final Schools of British India, where the demand for teachers is still greater than the supply. Recourse, therefore, has to be had to all kinds of makeshifts; and as a general rule the teachers throughout Rajputana are untrained and inefficient. So long as a better class of teachers be not forthcoming it will be impossible for educational progress in the Native States to be satisfactory, and the money expended will continue to produce disproportionate results.

✓ 21. Accordingly, I strongly urge the paramount necessity of establishing a Normal School, in Ajmer as a convenient centre, for the training of Primary and Secondary Vernacular teachers. Each State should send a certain number of students who have already received a Vernacular education up to the Middle standard, and should maintain them there on stipends for a period of two years, during which time they would "receive further general education, combined with instruction in the methods of teaching, and practice in teaching under supervision." These students would then return to their respective States and serve as teachers. I have already submitted to the Local Government my sugges-

tions on this matter, pointing out that at this moment there exist in Ajmer peculiar facilities for starting such an institution on terms that would probably be acceptable to the Native States. The Veterinary College, established by subscriptions from the States and supported by them, has within the last few days been closed, and the question has arisen to what purpose to devote this institution. Belonging as it does to the Native States it would be scarcely equitable to take it over and utilise it for any project, however laudable in itself, that is chiefly of local interest. I have therefore recommended that the present opportunity be seized, and that the Native States be invited to transfer this capacious range of buildings to the uses of a Normal School. Situated at a distance of some two miles from the city of Ajmer, in a healthy and agreeable position, already provided with lecture and boarding rooms and with grounds suitable for drill, gymnastics and recreation, a few structural alterations, and perhaps some additions to the boarding-houses, would with little difficulty convert it into a most excellent Normal School. Should this opportunity be lost, and should the necessity of such a school become recognised only in the years to come, it will cost—I take the Agra Normal School for my figures—over a lakh of rupees to erect the necessary buildings; and such a sum, I suggest, will be hard to collect. The cost of the upkeep of such a school would be approximately Rs. 300-400 per mensem: the present annual contributions made by the States to the Veterinary School amount to Rs. 4,900: consequently, if these contributions be continued there would be no difficulty as regards the maintenance of the institution. Arrangements could be made whereby opportunities of practising what they learn in theory would be afforded.

22. *Inspection.*—This is an important branch of an Educational System very much neglected in Rajputana. The only State in which the inspecting agency can be considered at all adequate is Jaipur, which is divided into four circles, each under the supervision of a Deputy Inspector. In Kotah also the authorities are alive to the importance of this matter, and are taking steps to effect improvements. Bharatpur has a well-qualified Inspector; but his charge embraces the whole State, including both city and district, and he has to help him no more than a single deputy. In Udaipur there is one Inspector for the whole State, and he is engaged a considerable part of the year in Udaipur itself. In Jodhpur, an elderly old-fashioned man has an assistant on Rs. 12 per mensem. In Bikaner also, there is a man of the old type, scarcely up to modern requirements. Karauli employs one of the school masters to visit the village schools twice a year. A similar arrangement obtains in Jhalawar. In Tonk, Dholpur, Shahpura, Bundi and smaller States, no provision is made for inspection. When these inadequate arrangements are compared with the full and systematic policy observed in British India, where below the Inspector are Assistant Inspectors, Deputy Inspectors and Assistant Deputy Inspectors in charge of circles, districts and smaller sub-divisions, so that each school is frequently visited, and the Inspecting Officers have time to “inspect, examine, advise, and report,” it will be manifest how very much remains to be done in Rajputana before the inspecting branch of the Educational System can be regarded as moderately efficient. In my

detailed reports I have called the attention of each State to this point, and have offered suggestions.

✓ 23. In British India, at the head of each Province, there is a Director of Public Instruction, who controls and administers the whole machinery of education, whether it relates to Colleges and High Schools and their staffs, or to village schools and the various inspecting agencies. The system followed is such that every officer employed, from the highest Professor or Principal of a College to the humblest teacher in a Primary School, is under supervision; his work is watched and noted: approval and encouragement are given to the zealous, disapprobation and punishment to the incapable or slack. Consequently a very high measure of efficiency may be said to be attained. But in Rajputana, wherein the different States may be likened to the Districts of a Province, no such general supervision exists. Without it, or some substitute for it, no system can be worked in a thoroughly satisfactory manner; and yet the conditions of Rajputana seem to preclude all possibility of such a Directing Agency being created. The States, perhaps naturally, are adverse to their independence of action being infringed upon, and regard any advance on the part of the Government with a jealous eye. The propriety of this attitude Government has admitted, and has declared the appointment of a European Inspector to be "an unwarrantable interference in their internal administration." The problem, therefore, is how to avoid offending the susceptibilities of the Durbars, and how at the same time to introduce some arrangement that may ensure the educational system of each State being permanently maintained at a high level of efficiency. One most useful means to this end is the institution of the Middle Examination. I would suggest that a further possible solution might be found in the deputation every fifth year or so of an experienced Inspecting Officer from one of the Educational Departments of British India, whose duty it would be to make a tour through the Native States to inspect and report. The advice and suggestions that this officer would give would prove of great practical value: the knowledge that their work would be subject to independent expert review would act as an incentive to all teachers, inspectors, and authorities concerned with education; while the fact that he would in no particular dictate or try to press his views upon a Durbar against its will, that he would have nothing whatever to do with financial arrangements or the making of appointments, should remove all doubts and fears on the part of the Durbars, and should lead them to accept his deputation with grateful acquiescence.

24. It is difficult to exaggerate the stimulus that the Durbars and the political officers can give to education by themselves evincing personal interest in it. I would point to the cases of Bikaner and Kotah as examples of how far a Maharaja can by his own endeavour promote this important branch of administration. The Government of India have recently drawn the attention of Political Officers to the share they may usefully take in this great work; and I would suggest that in future the encouragement of education should be regarded as one of their most important duties, instead of the one that claims attention after all other demands have been satisfied. In England, in Germany, in all the more enlightened States of Europe, the subject of the education of the masses

has long been recognised as one of paramount importance. In British India considerable attention has been given to it in recent years. But in Rajputana, by the Chiefs and by the Political officers alike, the subject has hitherto received but scant consideration.

✓ 25. *Collegiate Education.*—There are in Rajputana 3 Colleges affiliated to the University of Allahabad. The Jaswant College of Jodhpur is a small one, containing only 25 students. The staff is very efficient, in this respect, as in the provision of laboratories and other desiderata of a College, the State showing much liberality; and considering the small number of students, the success of the College, in passing since 1898, 11 for the B.A. degree and 37 for the Intermediate Examination, has been creditable. But Collegiate education must for many years to come, in Jodhpur, be confined to very few, and if economy were the sole consideration, it is a question whether the few boys desirous of graduating should not receive stipends and attend some other College, the money thus saved being expended more usefully on other branches of education. Other considerations, however, may weigh with the State authorities and make them reluctant to close this College.

The Jaipur College, affiliated to the B.A. standard in 1888 and to the M.A. in 1900, is a most useful and flourishing institution. Staffed entirely by Indian Professors of high scholastic attainments, under a most capable Principal, Mr. Sanjiban Ganguli, it is conducted according to the most approved modern methods, and has uniformly met with considerable success at the public examinations. During the last 5 years, 2 M.A.'s, 26 B.A.'s, 56 Intermediates have passed from this College: a very creditable performance for a College numbering some 75 students. Not only is this College the only one in Rajputana affiliated for the M.A. degree; it is the only one in which a student can become a Bachelor of Science. The Durbar have liberally provided the necessary funds. Gas and water are laid on; and all facilities for the teaching of both physics and chemistry, theoretically and practically, are supplied. In this respect the action of the Durbar has been marked by greater liberality than has been the case in the Government College at Ajmer: and consequently at present the Jaipur College must be said to occupy the premier place among the Colleges of Rajputana.

The Government College in Ajmer is in British territory, but it has been such a prominent factor in the evolution of education in Rajputana hitherto, and it seems destined to play so important a part in the education of the future, that my report would not be complete without mention of it. Until 1896 it was a Secondary College teaching up to the F.A. or Intermediate Standard: in that year it became affiliated for the B.A. degree, and since then it has passed 43 B.A.'s, 95 Intermediates (during the last five years 28 B.A.'s, 64 Intermediates), and it has now in its College Classes, 77 students. Attached to this College is a High School, from which during the last five years 78 boys have passed the Entrance and School-Final Examinations. It may be claimed that no College or High School connected with the Allahabad University has achieved much better results than these. This institution has in the past served an interesting

and useful purpose, in that, besides providing for the educational needs of Ajmer-Merwara, it has served as a model to many of the Native States, many of the schools in which were established and promoted after correspondence with and upon the advice of the Principal. That Officer has also from time to time visited many of the States; and upon his reports and suggestions such systems of education as prevail have largely been based. Moreover, not a few students from various schools of the Native States have come to this College to pursue their studies: there are at present 13 such students on the rolls. It is anticipated that if Government will regard this College with favour and will encourage its advancement, a wide field of future usefulness opens out before it. For as education progresses in the Native States, and as students matriculate from their High Schools, they will in ever-increasing numbers gravitate naturally to this College, as being the Central College of Rajputana: and in the years to come there is no reason why this should not become one of the most important Colleges in India. The hostelry affording accommodation for 24 boys, recently opened, has been readily taken advantage of; and if Government would supply funds for the extension of the system five times the number would immediately avail themselves of it. But, to enable this College to fulfil its natural destiny and to become this source of high advantage to Rajputana at large, it will be necessary that Government should take into very careful consideration the propriety of fostering and encouraging it. It is not too much to say that the measure of support it has up to now received from Government has been somewhat restricted. The emoluments of the Principal and of the Professors are small as compared with those of the staff of any other Government College in India. This is the sole Government College that is not included in the provisions of the Government Resolution on Education of 1896: it is, therefore extremely difficult to obtain Professors of the highest ability, and impossible to long retain them: and the present Principal, disheartened and disappointed at the lack of recognition of his efforts and at the almost unvaried rejection of all his representations, is now about to leave the appointment. It may be hoped that, after he has left, all he has contended and striven for may be granted, and this College and its staff be placed on an equality with similar institutions and officers in all other parts of India. Nor can the College be said to have received hitherto the cordial support of the Local Government. Young men on taking their B.A. degree have not found that to be in any sense a passport to Government patronage. The Commissioner of Ajmer-Merwara is also the Director of Public Instruction, and might encourage the cause of higher education very materially if he were to show preference to Graduates of this College in filling up local appointments in Ajmer-Merwara. The present Commissioner desires, I believe, to do this: but hitherto educational qualifications have not received attention. Graduates have generally found employment elsewhere; but local patronage has been denied them.

26. An important matter is the enabling of this College to become affiliated to the University for the B.Sc. Degree. Hitherto a student has been able, in science, to qualify in Physics alone and obtain

his degree ; but the University has now declared that in future the Science course will include both Physics and Chemistry. Consequently, in the Ajmer College, where no provision is made for instruction in Chemistry, instruction in Physics must cease ; and the well-equipped Physics laboratory, with its expensive instruments and appliances, becomes useless. The College will sink to being merely an Arts College : and all students in Ajmer-Merwara, as well as in the Native States, who prefer the practical Science course to the more purely literary and metaphysical one, will find themselves unable to gratify their desires, unless they are willing and able to betake themselves to Colleges in other provinces. The expense involved is not a great one : and I therefore very strongly urge upon the Government the advisability of reconsidering their decision and sanctioning the small necessary expenditure.

27/ *Female Education* is extremely backward in Rajputana.

In Jaipur there are 9 schools with 695 names enrolled.

„ Bharatpur	...	3	...	„	105
„ Bikaner	...	1	...	„	157
„ Udaipur	..	1	...	„	125
„ Kota	...	4	...	„	111
„ Jodhpur	...	1	...	„	49
„ Jhalawar	...	1	...	„	27
„ Karauli	...	1	...	„	12
„ Tonk	...	5	...	„	75 (merely learn passages of the <i>Koran</i> by heart).

In none of these schools is there any education of a high order imparted. I did not have the opportunity of visiting the schools in Jaipur, but amongst the others those of Bikaner and Udaipur are the only ones in which any tangible results are attained : and in them only some 6 or 7 girls reach a standard equal to the Upper Primary in boys' schools. At the same time these schools do teach a number of girls a sufficient amount of reading and writing to be of some practical benefit to them. In needle-work, too, they learn something. At present this is about all that can be said. With very few exceptions the arithmetic learnt is so elementary as to be soon forgotten. The apathy and indifference to female education is widespread : the *pardah* system is strictly enforced through Rajputana among the classes who alone have any desire for education, and the custom of early marriages prevails, necessitating the withdrawal of girls from school at the age of 11 or 12. Better results would assuredly ensue on the appointment of a better class of teachers. They, however, are not obtainable. The trained women from the few training schools in British India are not more numerous than what suffice for local demands. I can see no hopes of the girls of Rajputana ever becoming properly educated until an improved set of teachers be available, and this cannot be until and unless steps are taken to establish for the needs of Rajputana a Female Normal School similar to the schools that have been established for this purpose in various parts of British India. I would recommend this to the very earnest consideration of the Government of India, for I feel confident that with the advancement of female

education a very great stimulus would be given to the spread of general education throughout the whole of Rajputana ; while, so long as the women remain steeped in ignorance, any real progress amongst the men must be partial and of slow growth. If Government would accept responsibility for the rental of a suitable building and salary of a competent Head Mistress the Native States would readily contribute whatever else might be necessary for the establishment of a Female Normal School.

23. *Nobles' Schools.*—Of the Mayo College, Ajmer, it falls scarcely within the province of this Report to speak. Full and complete information regarding it is already with Government. I have only to call attention to the various institutions that in a few of the States have arisen, serving partly as feeders to that College and partly as local schools for the sons of the nobility and gentry who are unable to proceed to Ajmer. Until recently nothing was done to promote the educational interests of this class ; conservative and proud, they would not share with boys of a lower class than themselves in the educational facilities offered : they, the future landlords and rulers of the district, were growing up uneducated, unfitted to play their part amid the changing conditions of modern life. Certain Durbars, notably those of Bikaner and Kotah, influenced no doubt by their own personal experience of the Mayo College, are striving to mould the present generation of this class, to educate them mentally, morally, and physically, and fit them for their responsible positions. Certain other Durbars, retaining old traditions and prejudices, are jealous of their great nobles, and seem fearful lest with modern education they should prove less amenable to control, and more inclined to assert their independence. The Sardars and Jagirdars themselves are also, in very many cases, reluctant to allow their sons to leave their homes at an early age to participate in what appears to them to be a blessing of very dubious advantage : and it is with difficulty that the Chief can induce them to send their boys.

At Bikaner the Maharaja spares no expense and no pains to make his Nobles' School a success : started in 1893 with only 4 boys it now educates 76 young Rajputs, and its future potentialities are great. Since the Maharaja took over the reins of Government, two years ago, he has thoroughly reorganised the school, increasing the staff from 5 to 11, raising the expenditure from below Rs. 5,000 per annum to about Rs. 8,000, and doing all he can to prevail with the noblemen and gentry of his State to send their sons. The curriculum is that in use in the Mayo College, and aims at a standard approximating to the Middle Standard of Government Schools : special instruction is given in the highest class in book-keeping, surveying and revenue work, qualifying boys for practical work and State employment. An excellent boarding house is provided for 24 boys. For drill, gymnastics, riding, and all games every provision is made : in the last Inter-School sports at Ajmer the team from this school won the Football cup. Nothing is wanting to the school's well-being that is in the power of the Maharaja to give.

At Kotah there are 42 boys in the Nobles' School, 29 of whom are boarders. Everything is done by the Maharao to promote its interests, but he finds it difficult to attract a larger number. The expenditure is

over Rs. 9,000 per annum. Here the curriculum is that of the Rajputana Middle and the University Entrance Course, during the last 6 years 18 having passed the former and 9 the latter. To enable boys to continue their studies and graduate, the Durbar is willing to confer Scholarships: but hitherto no one has taken advantage of this liberality, immediate service being preferred. During the famine of 1899, and subsequent illness and distress, this school declined: hence, at the present time there are only 15 boys in the first six classes. Full provision is made for the physical training of the boys, and Morris-tube target practice is arranged for.

At Bharatpur the Nobles' School is in its infancy. Opened in 1902 as a branch of the Sadar High School, it was constituted a separate school in 1903, and 67 names are now enrolled. Many of the boys are descendants of a former Maharaja, without lands and in exceedingly poor circumstances, but proud of their birth, and unwilling to receive education along with ordinary boys. For these, education in this school will be the stepping stone to State service. The curriculum is that of the Rajputana Middle Standard. Arrangements have been made for the erection of a commodious Boarding House that will accommodate 40. A gymnastic instructor is already entertained, and ample provision for recreation grounds and for athletics of all sorts is in contemplation.

At Jaipur the Rajput School has not attained the high degree of efficiency that marks so many of the educational institutions of that State. The total expenditure on the School is about Rs. 3,000, and the number enrolled is but 18, with a daily attendance of 12. They are housed in no separate building, but are taught in rooms of the College. Jaipur, with its numerous nobles of various degrees, might presumably, if the Darbar so desired, maintain a Nobles' School of the very first rank.

✓ Udaipur is another large and important State, with many Sardars belonging to it that might be expected to maintain a flourishing Nobles' School: and the establishment of one is under consideration. I believe the Maharana deems it fair that those who attend the school should pay fees and in a large measure support the school. This practice may prove successful in Udaipur, and theoretically seems just and fair; but it differs from the practice observed in other States.

In Jodhpur there was at one time a Nobles' School, established in the time of the late Maharaja, and receiving the special patronage of Maharaj Pratab Singh. But it has ceased to exist. There is now a Boarding House for poor Rajputs, but for the sons of the Marwar nobility and gentry there is no provision.

At Karauli a very elementary Nobles' School was started in July, 1903, but there are only 29 names enrolled, and though they are called "Jagirdars," they appear to possess no landed property. Their claim to entrance to such a school is that they are distantly related to the ruling family, and as such object to consorting with boys of a lower class. The annual expenditure of Rs. 250 suffices for the present needs of this school.

29. Most of the States maintain a certain number of boys at the Mayo College, 69 in all :—

Jaipur ...	11	Dungarpur	3
Alwar ...	8	Dholpur ...	2
Ajmer ...	8	Sirohi ...	2
Jodhpur ...	6	Udaipur ...	1 ✓
Kotah ...	5	Partabgarh	1
Bikaner ...	5	Karauli ...	1
Bharatpur...	5	Banswara...	1
Tonk ...	4		
Kishangarh	3		
Jaisalmer ...	3	Total...	69

30. These Nobles' Schools, it is fair to expect, will prove in the future of inestimable advantage to the class they aim at benefiting : as local educational institutions affording a sound training to the young gentlemen of each State they will have an excellent use. But how far they will serve as feeders to the Central Mayo College at Ajmer is a question open to discussion. Those boys who are well to-do, or who occupy high position by reason of their birth and parentage will probably join the College from their early boyhood, and will not attend the local Nobles' School at all. But the number of such boys is limited, and of them many may prefer to avail themselves of an excellent school near their home and relations, in the capital city of their State, rather than go elsewhere and be amid strange surroundings. If education in these local schools were confined to a comparatively low standard, and boys having reached that standard were then given scholarships and sent on to the Mayo College to continue their studies to a higher standard, then these schools would serve as feeders to that College. But probably the Durbars would not be content with so low a standard for their schools; and possibly the Mayo College would not care about opening its doors indiscriminately to the sons of all the lesser gentry. Then, again, if in the course of time these schools attain to the same standard as taught in the Mayo College, the fear arises lest they should prove rivals rather than feeders to that institution. This might be avoided by the Diploma issued by the Mayo College becoming the aim of all these schools, after receiving which such boys as so desire might join the Mayo College for higher collegiate education.

I have the honour to be,

Sir,

Your most obedient servant,

F. L. RIED,

Inspector of Schools & Special Deputy Magistrate
Rajputana.

APPENDIX I.

F. L. REID, Esquire,

INSPECTOR OF SCHOOLS,

(on special deputation in Rajputana.)

THE POLITICAL AGENT,

*Eastern Rajputana States,**Bharatpur.**Dated Deoli, the 31st January 1905.*

I have the honor to submit a report upon education in the State of Bharatpur, together with certain suggestions for its improvement, according to instructions received from the Government of India. My time for inspection was necessarily somewhat limited; but from the schools that I visited and with the cheerful cooperation of all State officials—for which I desire to express my cordial thanks—I have been able I think to acquaint myself thoroughly with the subject.

2. For education the Budget provides Rs. 55,113 per annum. The

City schools comprise:—

1. The Sadar High School, costing	...	...	Rs. 9,967
2. The Nobles' A. V. Middle School	...	...	„ 8,292
3. The Vernacular Middle School	...	...	„ 3,102
4. The Sanscrit School	...	...	„ 1,374
5. The Girls' School	...	...	„ 600
			<hr/>
			„ 23,335
District Schools	...	...	„ 25,378
Inspection	...	...	„ 5,400
Library, Museum	...	...	„ 1,000
			<hr/>
		Total	... Rs. 55,113

3. The Sadar High School, with 166, the Nobles' School with 67, the Vernacular School with 463 and the Sanscrit School with 31 students—727 in all—are accommodated in one building under one roof. The upper storey is occupied by the two first named, the Nobles' School being in 2 rooms and the High School in the 2 other rooms and the open verandah: 8 classes have to sit in this verandah, whilst 3 classes sit below. The large majority of the Vernacular School sit in the verandah or out in the open. The inconvenience and discomfort at all seasons of the year is extreme. Soon the Nobles' School will be transferred elsewhere, but this will only slightly improve matters. The building as it is would suffice for the Vernacular and the Sanscrit schools. But

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provision of separate accommodation for the High School is very imperative ; and in selecting a site I would suggest that the proximity of recreation grounds should be a point to be considered. The present building is in the heart of the City, and to play at any game the boys have to go a long distance off.

4. Formerly the High School, the Vernacular and the Sanscrit were under one management, a task beyond the powers of any individual man. They are now separate, each under its own head master ; and already the improvement expected from the change is making itself manifest. Now what is urgently necessary is to take steps to secure an efficient staff ; and as the entire working of a school depends largely on the personality and energy of the Head Master it becomes imperative to secure the best possible man for this position. The present officiating Head Master, Jawala Pershad B. A. will do very well as Second Master, but he is distinctly not the man to continue as Head. The present Second Master, Ganga Shunkar, though not a Graduate, is a teacher of long experience and a competent man. Below him I would insist on the importance of immediately introducing a Graduate. The class that furnishes candidates for the Rajpootana Middle Examination contains only 5 boys and they are not receiving the quality of teaching that will enable them to compete successfully with other schools. It is largely upon the success of boys at this examination and at the Entrance that the merits of the school must be gauged : last year but one boy appeared at the Middle Examination. Therefore the importance of a Graduate or at least an Undergraduate for the VIIth standard, preliminary to the Middle class is great. Sarju Pershad has served many years and might now draw Rs. 40, the full pay of his post : but generally speaking undergraduates should occupy the junior teacherships. The school requires the full complement of 8 English teachers.

5. The present staff consists of :—

Head Master	...	...	...	100-20	B. A.
2nd "	...	...	...	60	F. A.
3rd "	...	...	...	50	
4th "	...	...	...	35	
5th "	...	...	...	32	
6th "	...	...	...	35	
7th "	...	...	...	20	
8th "	...	...	...	10	} at present unfilled.
Writing "	...	...	...	20	
1st Pandit	...	...	...	30	B. A.
2nd "	...	...	...	15	
1st Moulvi	...	...	...	50	
2nd "	...	...	...	12	
3rd "	...	...	...	10	
Drawing Master	...	...	...	26-35	
Gymnastic Instructor	...	...	...	25	

6. The Allahabad system allows boys to take up the School Final as an alternative to the Entrance Examination, and for it Drawing is prescribed. But as at present this School has only 16 boys in its first 3 classes it will for some time to come be as well to work for the Entrance Examination only. This will save Rs. 26 per mensem now expended on a Drawing Master, a sum that might with advantage be added to the Scholarship Fund.

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7. The classes generally are weak when compared with classes in Schools that have long been properly organized : the junior classes demand the utmost care, especially in arithmetic and translation into English : this latter subject has to be taught on proper methods from the earliest stages, and the teachers require attentive supervision therein. In History too the school is backward. I would strongly recommend that as the Rajputana Middle Examination has been accepted as a test of merit the curriculum observed in Ajmer should be strictly followed throughout the school.

8. When once the Staff and the methods of teaching are rendered thoroughly efficient and boys are each year being successfully passed for the Rajputana Middle and the Allahabad Entrance Examinations, the State authorities would be materially stimulating the cause of education if they were to extend their system of scholarships. For many years to come it will be unnecessary for the State to found a local college. Agra is close and Ajmer not far distant, and the bestowal of scholarships on selected students to enable them to take their B. A. degree at either of these colleges will be a preferable system. I would also venture to impress upon the authorities the wisdom of encouraging education and the supply of educated men by preferring for all State appointments youths who have attained a certain educational standard and who have received their education in the local schools. This would ultimately prove to the advantage of the State as well as to that of the youth of Bharatpur.

9. The *Nobles'* School was opened in 1902 as a branch of the Sadar High School, and was in 1903 constituted a separate school teaching up to the VIIIth Standard, that of the Rajputana A. V. Middle Examination. At present no boys have reached either Standard VII or VIII, and the 67 boys are thus distributed :—

Preparatory	A	...	...	...	...	12
"	B.	...	...	...	...	14
Standard	I	...	...	...	...	10
"	II	...	...	...	...	14
"	III	...	...	...	...	8
"	IV	...	...	...	...	3
"	V	...	...	...	...	4
"	VI	...	...	...	...	2
						<hr/>
						67

Staff

Head Master	...	...	...	...	60
2nd "	...	...	...	...	40
3rd "	...	...	...	...	25
4th "	...	...	...	...	15
Urdu	...	...	...	...	20
Hindi	20
Gymnastic	20
Scholarships	200
Menials	18
Sundries	35

Total Rs ... 458

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10. The boys in this school are descendants of former Rajas, and the sons of the nobility and higher gentry of Bharatpur. Most of them are of very limited means, and require assistance from the State. They are adverse to associating with boys of an inferior class, and to joining the High School. So with great generosity the State has established this special school, grants 40 scholarships of Rs. 5 each, and has sent 4 boys to the Mayo College, Ajmer with stipends of Rs 40 per mensem each. A site has been selected and the foundation stone has been laid for a special School building, while Boarding accommodation has been provided for 40 boys. The Head Master, Ladli Pershad has effected considerable improvement during the last year, and has organized the classes on a proper system : fair progress is being made, but with his limited staff he has found it hard to arrange for the proper instruction of all and this difficulty will be intensified as Standards VII and VIII become filled. Two extra teachers on Rs. 12 and Rs. 10 will become necessary. I might mention that in the very similar Nobles' School in Bikanir the staff which here costs Rs. 200, is paid Rs. 435 per mensem which includes teachers in Book-Keeping and in Revenue and Survey. Great liberality is shown by the Bharatpur State in another direction : not only is provision made for boarding 40 boys, but Rs. 200 are spent on scholarships. In Bikaner boarding accommodation is provided for only 24, and no scholarships are given.

11. The Superintendency of the Boarding House is a position of great responsibility, claiming the whole time and attention of the incumbent. Ladli Pershad, the Head Master seems to be the most suitable man for this post : he has had experience of similar work while in Bikanir ; I would suggest that for this extra work and responsibility he should receive an extra allowance of at least Rs. 20 per mensem ; while the Second Master who will assist him in the supervision and tuition of the boys after school-hours might receive Rs. 10 per mensem. The Gymnastic Instructor, Hari Ram, is a good athlete and competent to direct the various games : for this he is paid Rs. 20 per mensem but as he was recently drawing considerably higher pay elsewhere he will not rest content with this ; and as he is an experienced teacher I would recommend him being appointed to the 4th Mastership on Rs. 15 in addition to his Gymnastic work.

12. Before long this school will reach the Middle stage, and the question will arise of how best to provide for higher education. To elevate it to the position of a High School or even to the standard represented by the diploma examination of the Mayo College would necessitate a largely increased expenditure, and in the nature of things it is only a few boys who would reach the higher classes. It would therefore, I suggest, be wise to draft such boys as desire higher education off to schools elsewhere with scholarships, enabling many to pass the Entrance and a selected few to continue into the Graduate stage. Having attained that, there would I presume be little difficulty in providing them with suitable employment in the State.

13. *The Tahsili or Middle Vernacular School* suffers, as I already pointed out, from overcrowding ; and most of its classes have no proper accommodation of any sort, having to be held out in the open. Since this school was separated from the High School in 1903, its numbers have risen from 329 to 460, while the average daily attendance has increased from 188 to 300. This

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is attributable to improved management and supervision and Sunder Lal the Head Master is to be congratulated. He not only works well himself but he manages to make his assistants work well also ; and the consequence is the school is in a very excellent condition. Nearly everything depends on the Head Master. The aim of this school is to pass boys for the Vernacular Final Examination. In all the years of the school's existence previous to last year only 12 boys passed this examination : last year 4 succeeded : at least an equal number should succeed this year ; and next and ensuing years it should largely increase. Much of the success of this school will depend on the measure of patronage passed students receive from the State ; as knowing both Hindi and Urdu those who pass would prove useful in various offices and positions. A selected few might attend a Normal School and become Village School teachers.

The existing staff consists of :—

Head Master	...	...	...	...	30
2nd „	...	...	...	...	17-20
3rd „	...	...	...	...	15
4th „	...	...	...	...	12
5th, 6th, 7th 8th, 9th Master			...	...	10 each
10th, 11th, 12th, 13th „			...	...	8 „
Moulvi	...	...	...	...	30
					<hr/> 189

The classes are thus arranged :—

Class	VI	...	...	...	8 Final Vernacular.
„	V	...	...	...	14
„	IV	...	...	...	36 Upper Primary.
„	III	...	...	...	42 „
„	II	...	...	...	67 Lower Primary.
„	I	...	...	...	99 „
Preparatory	...	...	...	...	197

463 The number is still disproportionately large in the lower divisions, but is less so than it was last year.

14. The Head Master is a young and energetic man, thoroughly competent. He has been serving now for 20 years, and as Head of so large a school he deserves, I suggest, pay of Rs. 40 per mensem with hopes of future advancement. The 2nd teacher, from the Agra Normal School, in his 8th year of service, deserves pay of Rs. 20 rising to 25. The 3rd teacher, responsible for the Upper Primary section, might be graded in Rs. 15 to 20 and the 4th in Rs. 12 to 15. An additional man of Rs. 10 per mensem will be required, as Class II must now be split up into two sections, being larger than what one man can manage. These additions amount to only Rs. 33 per mensem and would materially benefit this very promising Institution.

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15. I congratulate the State on possessing this excellent school. But it does not strike me as entirely satisfactory that from the large number joining it so few are attracted to the Anglo-Vernacular one. Perhaps as the prestige of this latter improves it will become more popular.

16. The gymnastic training of the boys is cared for : a teacher is entertained, and at the Rajputana Inter-school Sports the boys from Bharatpur distinguish themselves. It is to be regretted, however, that the playing fields are so far off : some hundred boys play cricket and other games there, but the large majority find them too far distant. If a new building could be erected for the High School in closer proximity to the Victoria Park it would be a good thing.

17. The *Sanscrit* school has 35 pupils, all Brahmins qualifying for their priestly functions : the standard nominally aimed at is the *Prayag* and the *Bisharada* of the Punjab University. The staff of 3 Pandits on Rs. 80 is a liberal one for so few boys, and every year there should be successful results at these examinations : but successes are few and far between. The State authorities should insist on better value for the money they spend.

18. *Girls' Schools* have recently been opened in Bharatpur City and in two other towns, Deeg and Weir : some 50 girls attend the first-named, 28 and 24 the others. The Lower Primary standard is all that is aimed at, and the large majority of the children are in the preparatory section. Some small amount of needlework is taught. The Darbar is anxious to encourage these schools ; but is confronted with the apparently insuperable difficulty of securing efficient women-teachers : with the advent of such, more may be done ; at present a beginning has been made and no more can be said.

19. In the District there are :—

1 Anglo-Vernacular Middle School at Deeg.

14 Town or Tehsili Schools, teaching up to the Vernacular Final standard. In 5 of these there is an elementary 3 years' course in English.

8 Upper Primary Schools.

67 Lower Primary.

—2 *Girls' Schools*.

The cost of these schools, together with Rs. 5,400 spent on Inspection, amounts to Rs. 25,378. Counting the Anglo-Vernacular school and the 14 Tahsili ones twice, according to the manner followed in the Government reports, as including also Primary Schools the total schools in the District amount to 107. There are 1397 villages ; so the proportion of Schools to villages, which in the United Provinces is 1 in every 14 or 15, is in Bharatpur 1 in every 12. Out of a population of 6,26,665, 4,372 receive education ; 1 in every 141 as compared with 1 in every 105 in the U. P. In the Educational Policy of the Government of India 15 per cent of the population is declared to be of a School going age : so it is evident that though much is being done much yet remains to be done.

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20. The *Anglo-Vernacular School* at *Deeg* has only recently been separated from the purely Vernacular one, and the numbers have within two years increased from 26 to 62. It is located in the same building as the Vernacular school, and yet notwithstanding this scarce a single boy from this latter has joined it: this seems to indicate that in the opinion of the inhabitants of Deeg, it has not yet justified its existence but as matters improve and the school gains a reputation for efficiency many boys having passed through the elementary course of Vernacular should commence to learn English. At present the school is far from satisfactory: throughout in all classes and in all subjects the signs of poor teaching and perfunctory supervision are clearly manifest. A zealous Head Master and a good staff of teachers is of primary importance. Mohamed Ali Jaffari, M. A. well educated and intelligent is useless as a Head Master, and I strongly urge his supersession. The second teachers should receive at least Rs 40 per mensem and should be a Graduate or at least an undergraduate of some experience; and the pay of the 3rd teacher might well be raised from Rs 15 to 20. With 4 English teachers, all working well this School should soon prove a success. This year there are 10 students in its Middle class, but it is improbable that more than 2 will pass the Rajputana Middle Examination, which is the best public test of the merits of such a school. Boys who do pass may receive State scholarships enabling them to attend the Bharatpur High School and matriculate therefrom.

21. *Accommodation*: this School and the Vernacular one are both housed in the same building which has no doors or partition walls: consequently the noise is great: there is overcrowding also. But in many respects the building is a suitable one, and if the commodious Tehkham were utilised it would prove an excellent one.

22. The encouragement of games and gymnastics is not neglected; but much more might well be done.

23. Besides in this Deeg A. V. School, provision is made for a 3 years' course of study in English in 5 of the 14 Tahsili or Town Schools; this system has only recently been introduced and 88 boys have commenced to learn English. In the Vernacular they all aim at the Vernacular Middle or Final standard at which examination, this last year 33 candidates from these schools appeared. During the five years 1898-1902 no more than 23 boys in the Bharatpur State passed this examination. Last year 10 passed (4 from the city School); and henceforward improved results are confidently anticipated. The great difficulty connected with these schools is the procuring of efficient teachers. The Head Master of a Tahsili School ought invariably to have received a training in some Normal School; but in adjacent British districts that have Normal Schools the demand is ever greater than the supply. The only remedy seems to be for Rajputana to have such a school of its own, located in a central position such as Ajmer, where Bharatpur and other States might send boys who have passed their Vernacular Final Examination, have been trained as teachers, and then utilise their services in these State Schools. Teachers in charge of Tahsili schools receive as a rule up to Rs 15: trained men would not be too highly paid if they received salaries ranging from Rs 15 to 20 with extra allowances for specially large charges such as that of the city school.

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24. Of the 75 Village schools 8 teach up to the Upper Primary Standard, 67 to the Lower. At present some of the teachers in charge have passed the Vernacular Final standard but many have not, and many are old or elderly men on Rs. 6 or so per month whose ideas of what a school should be are not high. Recently the teaching of both Urdu and Hindi has been enforced in all these schools. While some of these schools afford an excellent elementary education, in the majority the faults of slack untrained teaching are evident. Here, as is the case with the Tahsili schools, the great need is improved teachers: also, and perhaps more important still, very careful inspection. Every school should be inspected at least 6 times a year, and it should be the Inspector's duty not only to examine the boys but to instruct the teachers. In all British districts great importance is attached to this matter of Inspection, the District Inspector or his Assistant being expected to visit some schools once a week for some weeks, and sometimes to spend 3 or 4 consecutive days in a school. I would also recommend that the overlooking of the schools and the encouragement of education among the villages should be recognised as a chief portion of the duties of the Tehsildar and other district authorities.

25. Amongst the senior boys attending the Vernacular Tahsili schools scholarships are apportioned to the value of Rs. 120 per mensem. This is liberal and ought to act as an incentive to education.

26. *School Buildings* can scarcely as yet, be said to exist. In the case of the Tahsili schools a more or less commodious and suitable building in the villages is generally secured, but very seldom are the compound and surrounding land so arranged as to add to the convenience, well being, or pleasure of the boys. In many cases at a small expenditure land might be cleared and enclosed, and the school made more sanitary, more convenient, and more attractive. In the case of the Primary Schools the most casual accommodation suffices; a disused temple, a dilapidated room of some ruined house, a shed, or even the shade of a tree. The Darbar is, I understand, alive to the importance of improving matters. On this point the Education Commission of 1882 reports "the tendency is to build more expensive houses than are really required" and draws attention to the standard plan adopted in the Central Provinces where a tiled building built of brick and lime, for 60 pupils, costs Rs. 600: in the Punjab and the United Provinces the average cost is still less, approximating to Rs. 360.

27. In conclusion, I beg to bring to your notice the good work that has been done by the Inspector Uday Ram, M. A. and to recommend him for promotion. The difficulties in his way are numerous; but he is a tactful conscientious man and has during the last two years ably superintended the education of the State. Under him I feel sure that my suggestions if the State sees fit to approve of any of them will have every chance of bearing fruit.

APPENDIX II.

FROM

F. L. REID, Esquire,

INSPECTOR OF SCHOOLS,

(on special deputation in Rajputana).

TO

THE POLITICAL AGENT.

BIKANER.

Dated Jaipur, the 20th February 1905.

SIR,

In accordance with instructions from the Government of India, I lately visited Bikaner (in January 1905) and enquired into the educational condition of the State. I now have the honor to submit my report thereon and to offer a few suggestions.

2 The total expenditure on Education is Rs. 29,341 which includes Rs. 2,466 spent on five boys attending the Mayo College, Ajmer. His Highness the Maharaja is personally fully alive to the advantages of education and is keenly desirous of affording them to his people when and where possible. Since he took over the reins of Government the progress made in the City schools has been conspicuous, and efforts are being made to gradually spread education more widely through the chief towns and villages.

3. In the City there are the

(I) Darbar High School.

(II) Nobles' School.

(III) Lady Elgin's Girls' School.

I. *The Darbar High School* is a flourishing institution, well organised, with an efficient staff of teachers. Examination of the classes shows very creditable results. Considerable advance has been made since I visited the school in 1898: during the last four years out of 13 candidates for matriculation 11 have passed, whilst in 6 years 25 out of 28 have successfully passed the Middle Examination. These results show a high percentage of successes, and testify to the diligence and ability of the teaching Staff; but they are poor in number when the size and importance of Bikaner is considered.

That the desire for higher education is as yet very small is proved by the size of the upper classes as compared to the lower: classes I to X (Entrance) contain respectively 82, 47, 20, 23, 14, 9, 6, 6, 6, 5: there are also 54 in the preparatory classes where one Vernacular alone is taught; 272 in all. The large majority of boys, it will be seen, are withdrawn after having completed a very elementary course. This defect can best be combated by time, with the gradual evolution in Bikaner of a higher standard of civilised life. At present the State offers every facility and does its utmost to attract students. It is the apathy and

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indifference of the people that prevents these facilities being fully utilised. The only suggestions I can offer are (1) small scholarships might be offered to boys who pass the Middle Examination to induce a larger number to prolong their education to the Entrance Standard. Then selected boys might be encouraged with higher scholarships to graduate at Ajmer or some other college. Gradually this liberality would react on the State to its great advantage by furnishing it with a more highly educated class of officials than it can readily secure at present. Small State appointments are now obtainable by boys possessing a very slender stock of knowledge, who prefer present small certainties rather than to proceed with their studies in the hope of higher future possibilities. I would therefore suggest (2) that the passing of a certain education standard be regarded as a condition of employment in all posts of a certain value.

The staff is efficient, comprising 3 Graduates in the higher appointments and well-paid useful men in the junior. In Mr. Rustomjee M. A. the State has secured a thoroughly competent Head Master, of high ability and conscientious energy. It is upon the Head Master that the well-being of a school almost entirely depends, if he be slack the whole work of the school is slack: if he show himself zealous and enthusiastic, a like spirit permeates the whole institution. I would therefore suggest that it would be in the interests of the school if the State would grant him such pay as would secure his services permanently.

When I visited this school in 1898 I found Urdu studied to the almost entire exclusion of Hindi which in a Hindu State seemed *prima facie* unnatural. Now the use of Hindi has been extended through the various State Departments, and fully half the boys select this language as their Vernacular. No boys study both Vernaculars. But as the curriculum for the Rajputana Middle Examination includes both—one in a less degree than the other—steps should be taken here as elsewhere to qualify boys in both languages for this Examination. The importance of boys presenting themselves at this Examination I consider very great: in Bikaner no more than in other Rajputana States is there adequate provision for thorough expert Inspection: therefore without this Examination there is no means whereby a school's efficiency can be tested until the advanced stage of the Entrance Standard be reached. Attached to the High School and under the same management are:—

- (a) A Hindi Book-keeping class where 23 boys learn the work of accountants.
- (b) A Police training class of 5 boys.
- (c) A Patwari class of 15.
- (d) A Banika school, in which some 250 boys are taught mental arithmetic of advanced character, and nothing else, in the manner peculiar to the Marwaris of Bikaner. Children of between 6 and 11 attain the most surprising facility in rapidly and correctly calculating most difficult problems connected with Exchange, Profit and Loss, and all to do with commercial and business transactions. Thus trained these boys spread over all India and readily secure employment as brokers and commercial agents, besides becoming principals themselves. All these schools and departments are under the management of the Head Master

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of the High School and are located in the same range of buildings. The result is considerable over-crowding and much noise. It is intended to erect a new school outside the city, and when this is provided the State will have done all that could possibly be expected of it: it will be for the citizens to avail themselves of the State's wise liberality.

II. The *Nobles' School* is a most promising Institution which owes its present excellent condition to the keen interest taken in it by His Highness the Maharaja. As its name indicates it is for the sons of the nobility and higher landed gentry of the State, a very conservative class, not at all anxious of themselves to send their sons away from their homes for instruction or to advance with modern ideas. In 1893 this school opened with 4 boys; now, twelve years later, it has 76. This fact alone proves what progress the school has made. In future when the difficulties of recruitment become less this school should achieve results of enormous advantage both to the class sought to benefit and to the State. I visited the school in 1898 and now can testify to the great advance made though owing to irregularity of attendance and to lateness in returning from the holidays there is still room for further improvement in the quality of the school work. Two years ago the Maharaja thoroughly reorganised it, increasing the staff from 5 to 11 teachers, raising the expenditure from less than Rs. 5,000 to about Rs. 8,000 per annum and doing all he could to render it efficient and attractive. The Head Master is a competent Graduate on Rs. 145 a month and his next assistant is also a Graduate. The curriculum followed is that drawn up for the use of the Mayo College, Ajmer, though as yet the full course there taught is not here adopted: at present the standard reached represents one about two years below the Diploma Examination of that College, and approaching that of the Rajputana Middle Examination held annually in Ajmer for ordinary schools. In the Mayo College there is no Examination analogous to this Rajputana Middle, one that these Nobles' Schools might appear at; consequently there is no means of publicly testing their efficiency and comparing them with each other. Such a test promotes a healthy rivalry and keeps teachers up to the mark: in the absence of one, and without a thoroughly reliable system of Inspection, teachers are apt to become slack. The work done in the school is of fair quality, but admits of improvement: neither in Arithmetic nor in Translation from Vernacular into English do the classes reach the desired standard: these are important subjects upon which too great care cannot be bestowed. It would be well, in the near future, not to rest satisfied with anything less than the Mayo College Diploma Examination as the aim towards which the efforts of this school should be directed: the existing staff would require very slight strengthening, if any, to effect this; while the State would reap the advantage of a more highly educated class of officials. To qualify boys for official work, arrangements are made for teaching them Book-keeping, Surveying and Revenue Work and all boys are instructed in both Vernaculars.

Attached to the School is a Boarding House where 24 boys are accommodated and entirely maintained by the State: moreover Rs. 50 per mensem are distributed as scholarships, and each boy in the school is presented with a uniform and a winter suit. Plans are being prepared for a more capacious

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school-building. For the encouragement of physical exercise and athletic games the State makes most liberal provision : ample grounds are laid out for cricket, football and tennis : there is a racket court : gymnastics and drill form part of the daily course : even riding horses are provided for those who have none of their own.

III. The *Girls' School*, associated with Lady Elgin's name, and instituted in 1898 is doing good work ; it seems fairly popular and has achieved a success greater than most such schools in Rajputana. The average daily attendance of 147 enrolled is 97 : the customs of the country render it impossible to enforce greater regularity. Few girls remain after the age of 12 and the large majority (101) are in the lowest class. The Arithmetic of the school should be paid more attention to but in other respects the education imparted to those who fill the higher classes is of a solid and practical nature. The Head Mistress is not highly educated, but she is respectable and experienced : she is supported by three assistants. The school has under her fostering care now reached a stage when it would be wise to obtain, if possible, a woman of higher attainments who might raise the standard and effect further improvement.

As regards *Sanskrit* education, besides what is taught in the High School, there are 3 schools in the City and 6 in the District, supported privately, where Brahman boys qualify themselves for their sacerdotal functions.

4. *Banika School- and Village education.* A very interesting feature of Bikaner are the Banika schools which prevail throughout the State : there are some 40 of them in the capital privately supported : 703 boys are found in those attached to the State Village schools and they are established also in almost every village of a respectable size. Beyond a very thorough training in the mental Arithmetic useful for banking and trading purposes these schools teach nothing : other education is regarded as useless and unnecessary ; even elementary Hindi, reading and writing, is disregarded. There are no Pathshalas or indigenons schools as are found generally elsewhere, no schools are maintained in any jagir village and beyond the 13 schools maintained by the State in certain of the larger towns and villages Village Education does not exist. Other conditions too militate against the spread of education through Bikaner. The population is largely an agricultural and pastoral one, most of the villages being inhabited entirely by Jats : the distances between villages are very great, so that one school can rarely serve more than one village : the people are poor, and seasons of scarcity the rule rather than the exception, involving constant migrations and fluctuations, and the villages as a rule are very small. There are however 9 towns and 36 villages with over 1,000 inhabitants each. In all these towns there are schools of some sort. Altogether there are 13 District schools affording education, other than Banika, to 620 : 11 of these teach not higher than the Upper Primary standard, without History or Euclid. 2 are only Lower Primary. In 3 of these towns the teaching of elementary English has recently been introduced, the ultimate aim being to raise them to the Middle Standard. In Churu also a local Banker has bequeathed Rs 75,000 for an Anglo-Vernacular School. The State expenditure upon village schools is Rs 6,575. Trained teachers are hard to find ; but Bikaner has secured 9 who have passed through a Normal School and 6 who have passed the Vernacular Final.

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5. Upon the whole therefore Primary and Village Education in Bikaner cannot be regarded as in a forward state. Considering the money spent and the qualifications of the teachers the standard should be higher ; the Vernacular Final should in all the towns and larger villages be aimed at, whilst notwithstanding the adverse conditions peculiar to this State a larger number of Lower Primary might, I suggest, be experimentally established. It should be recognised as a chief duty of Nazims and all village authorities to encourage attendance at these schools. But above all constant supervision by a competent Inspector is most necessary. Every school should be thoroughly inspected and the work of the teachers rigidly supervised four times, at least, every year. The existing Inspector on Rs- 50, of the "old school," is not equal to modern requirements ; and I believe the Maharaja is quite alive to the paramount necessity of obtaining a man for this work possessing the requisite qualifications.

Before closing my report I wish to express my thanks for the kindness and assistance received both from yourself and from H. H. the Maharajah during the days I was employed on my Inspection in the Bikaner State.

APPENDIX III.

FROM

F. L. REID, ESQUIRE,

INSPECTOR OF SCHOOLS,

(on special deputation in Rajputana.)

TO

THE POLITICAL AGENT,

Maraoti and Tonk,

Tonk.

Dated Ajmer, the 14th March 1905.

SIR,

In accordance with instructions from the Government of India, I have recently visited Bundi, and now have to honor to submit my report on education in that State and to offer a few suggestions.

2. With the exception of an Anglo-Vernacular School in the capital city education on modern lines may be said to be non-existent in this State. There is an elementary school at Naenwa teaching some 35 boys ; there are also some dozen pathshalas in the district where the *pattipahara* system is followed. And there are various Pandits who each have a few pupils to whom they privately teach Sanscrit. Bundi is an old-fashioned State owing to geographical and other reasons out of touch with modern ideas ; it is far removed from any railroad or from British territory ; it has no large commercial interests ; and the people are content to pursue the even tenor of their ways without caring to change. Education, therefore, is foreign to their very instincts. Out of a total population in the State of 1,71,227 there are only some 150 children receiving any but the most rudimentary education. There are 819 villages, of which 14 have more than 1000 inhabitants. The total amount spent on Education is Rs 3,438 per annum.

3. The High School has been in existence over 20 years : during the last ten years 4 boys from it have passed the Middle, 8 the Entrance Examination. This is not an adequate return for the money spent. The desire in Bundi for an English education is not great : all official work, with the exception of the English office employing four clerks, is carried on in Hindi : but the more highly educated the official class the smoother and more satisfactory the State work, and it is in the interest of the State to encourage the growth of an educated class.

Reading in the 10 Anglo-Vernacular classes of the High School are 61 boys, of whom 2 are in the Entrance, 4 in the Middle ; the whole are thus distributed over the 10 classes: 2, 4, 4, 7, 2, 9, 5, 8, 6, 14. There are also 21 reading Persian, 22 Sanscrit, and 19 Hindi : a total in this school of 123. The Head Master has matriculated and draws Rs 30 : he has 5 assistants teaching English, 2 for Persian, 5 for Sanscrit, 1 for Hindi, their united pay comes to

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Rs 192 per annum. For such a sum as this an efficient High School can scarcely be expected ; nor is it possible for a staff possessing inferior qualifications to properly conduct a school aspiring to such a standard. The money that the State is spending is being practically wasted, whereas the expenditure of a little more would produce good value for the whole. At present there cannot be said to be any systematic teaching : in all subjects throughout the school there is weakness : a thorough overhauling and reorganization is necessary. I would therefore strongly urge the immediate entertainment of a competent Head Master, a man with experience and one who has read at least up to the B. A. standard : by degrees, as occasion offers, two or three other competent men as junior teachers should be introduced. Efforts should then be made, following the Ajmer curriculum, to pass boys at the Rajputana Middle and at the Allahabad Entrance Examinations : and in the course of a few years Bundi will have a supply of educated young men capable of satisfactorily filling appointments in the various departments of the State.

The study of Sanscrit, according to old methods and up to a certain point, is popular in Bundi, where in the capital city alone there is a population of 4,000 Brahmins. The reputation of some Pandits as Sanscrit scholars is locally very high ; some 8 receive a few pupils in their own houses to whom they privately impart some knowledge. There is no desire to pass any recognised standard but these local Pandits themselves confer the title of Pandit and the Maharaja ratifies it. From such enquiries as I could make I gathered that no Sanscrit learning of a high order is taught ; and that the large majority of the 80 under instruction are satisfied with learning how to cast horoscopes and with qualifying themselves for the due performance of religious rites. It seems a pity that this imperfect system should not be better organized and made to approximate more closely to the methods pursued at Benares or at the Oriental College of the Punjab. A very little encouragement from the Darbar would serve to make this possible. The Pandits generally are well-to-do and of good position : so State encouragement would best take the shape of small scholarships to students.

4. In the 819 villages, with one exception, there is no provision for education. I suggest that in the 14 with a population of above 1,000 Upper Primary Schools should be established, or at least in the 5 with over 2,000. So long as competent teachers cannot be supplied locally, high pay will have to be offered to attract good men ; and I estimate the cost of each school at Rs 18 per mensem : 5 schools would thus cost Rs 1,080 per annum. Strict and constant Inspection would have to be provided for ; without this no system is reliable : for the first few years the work might be entrusted to the 2nd or 3rd teacher of the High School, he reporting to the Head Master.

5. No provision is made for physical training : in this respect Bundi is behind other States.

APPENDIX IV.

FROM

F. L. REID, Esquire,

INSPECTOR OF SCHOOLS,

(on special deputation in Rajputana).

TO

THE POLITICAL AGENT,

Eastern Rajputana States,

Bharatpur.

Dated Jodhpur, the 26th March 1905.

SIR,

I have the honor to submit my report upon the condition of education in the Dholpur State, which in accordance with instructions from the Government of India, I visited at the commencement of the present month. At the same time I venture to offer a few suggestions.

2 Until quite recently Education would seem to have been sadly neglected in this State: it was represented merely by a few indigenous pathshalas and maktabas scattered through the district, and in the capital itself by a school aiming nominally at a Standard approximating to the Anglo-Vernacular Middle but in fact falling very far below it. With the advent of Mr. Clogstoun as Superintendent of the State a new order of things was inaugurated. Other more urgent matters at first absorbed his attention and it is only comparatively recently he has been able to take in hand the educational department; but he has already effected a remarkable change, has reorganised the City A. V. School on a sound basis, and is contemplating steps whereby Primary Education may be spread through the villages.

3. In the case of the City School the teaching staff has been greatly strengthened and an experienced Graduate entertained as Head Master; the staff costing Rs- 225 per mensem is now sufficient for a good Middle School. Whereas previously the number of scholars was about 100 attending with extreme irregularity, it has now risen to 250: discipline and regularity are insisted on and fees ranging from 1 to 6 annas are paid. This imposition of Fees is found scarcely anywhere else among the Native States of Rajputana: where it has been tried it has failed of success: but here in Dholpur the principle is accepted without distaste. At present the highest class formed is the 6th, two below the Middle: and in this class are 8 boys. Before long the school will have a Middle or 8th class: and later on, no doubt Dholpur will aspire to a High School teaching up to the 10th or Entrance class. That Dholpur, with some 20,000 inhabitants ought to have a good High School is a truism; and until it has one it is not on an equality with terms of similar importance elsewhere. But the establishment of such a school

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will necessarily entail a material addition to the expenditure ; and from the point of view of economy I would suggest that, until the number of boys ready to attend classes IX and X is considerable, scholarships might be given to such boys as desire to prosecute their studies to the Entrance Standard, enabling them to do so in Agra or elsewhere. For the present the Darbar might be content to make of this a thoroughly efficient Middle School. And there being no other public test of the school's efficiency, and there existing in Dholpur no thorough system of independent Inspection, I would strongly urge the authorities to avail themselves of the test provided by the Rajputana Middle Examination, especially if Bharatpur, as is possible, becomes recognised as an Examination Centre.

4. At present the school is temporarily housed in a commodious but draughty and non-partitioned mansoleum. The erection of more suitable accommodation has been arranged for, and in connection with it there will be provision for recreation grounds where athletics and games will be encouraged. It is hoped that in the course of time representatives of Dholpur will take part in the Inter-School Sports held at Ajmer.

5. *Sanscrit.* For the teaching of Sanscrit there is no separate department and no effort is made to pass any of the recognised examinations of Benares or of the Oriental College Lahore. But there are a few Pandits partially supported by the State each of whom has private pupils whom he qualifies for the performance of their priestly functions, which are mainly hereditary.

6. For Female education there is as yet no provision. Being so close to British districts and being influenced so largely by the advanced tone of thought of so progressive a city as Agra the opening of a Girls' school under competent trained teachers would probably prove popular and be attended with success.

7. Apart from the capital of Dholpur there are in the State 542 villages with a population of 251,663 ; and of these 48 have more than 1000 inhabitants. And yet there are but 5 Schools maintained by the State, besides 2 that receive State-aid. The people are mainly of the agricultural class and evince very small inclination towards education. Existing schools are of a very elementary order, conducted on no regular system, and badly attended, teaching nominally only some 200. It is one thing to provide schools, another to induce attendance : but theoretically, I would suggest, every village with over 1,000 inhabitants should have a Primary School, Lower or Upper, whilst in each of the 5 Tahsils there ought to be a Vernacular school teaching up to the Middle or Final Standard. Such provision would suffice for the large majority ; but for the few desirous of learning English a Boarding house and a system of scholarships might be provided in connection with the City High School. (I am told that already there are boys who in order to learn English attend from villages of Dholpur the College at Agra.) In the course of time a supply of young men belonging to Dholpur would be forthcoming for the work of the State, and eventually an education-test might be insisted upon as a preliminary qualification for state-employment. In this way, the cause of education would be helped, the State would be benefited, and for the money spent on Education the State would receive its advantage.

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8. To make schools successful competent teachers are essential: no man should be placed in charge of a Primary School who has not passed his Vernacular Final Examination, and no man should take charge of a Vernacular Final School who has not received a proper training in a Normal School. The probable cost of a Lower Primary School would be Rs 12, that of an Upper Primary Rs 26, and that of a Vernacular Middle or Final Rs 35 per mensem.

9. Having provided schools and teachers there remains the Inspection to be arranged for. Dholpur cannot afford the elaborate system that prevails in British Districts; but at least one efficient man should be appointed who should inspect each school at least four times a year. If at first the number of schools seem not to warrant the entertainment of a separate officer for this purpose, I would suggest that the work might be performed by one of the teachers of the High School.

10. For the Noble class there is no special provision, and such sons of jagirdars as desire education, of whom there are 5, attend the City School along with boys of other classes. Where this course is not objected to, it seems preferable to and more economical than having a special school for a special class. The brother of the Maharaj Rana, attends the Mayo College Ajmer.

DUNGARPUR & BANSWARA.

APPENDIX V.

FROM

F. L. REID, Esquire,

INSPECTOR OF SCHOOLS,

(on special deputation in Rajputana).

TO

THE RESIDENT,

M E Y W A R,

Udaipur.

Dated the 14th April 1905.

SIR,

In my recent tour through Rajputana to report on the condition of education I was unable to visit Dungarpur and Banswara but from information kindly supplied me I learn that education has not made great headway in either of these States.

2. In Dungarpur the amount spent is Rs- 4,000. The City school is an Anglo-Vernacular one attended by some 200 children, a few of whom have commenced to study English. Probably some few years must elapse before this school passes out of the elementary stage: but the ultimate aim as at Banswara is the Middle Standard. In the districts you have, I believe, some 5 Lower Primary schools together with two specially for the children of Bhils. As Inspector of these schools the Faujdar acts, and is well reported on. An attempt to open a school for the sons of jagirdars seems to have fallen through owing to lack of support.

3. In Banswara there seem to be 7 small village schools, of a Lower Primary nature, which are maintained by local subscriptions and small grants-in-aid: and in the capital since October 1903, an Anglo-Vernacular School has been opened, at present very elementary, but ultimately hoping to reach the Middle Standard. This is now attended by between 80 & 100. Difficulty is found in obtaining the services of good teachers. The total amount spent on education is Rs- 1,100 per annum.

4. Under such adverse circumstances as obtained in these two small States all that can at present be done seems to have been done, and I have no suggestions to offer.

APPENDIX VI.

FROM

F. L. REID, ESQUIRE,

INSPECTOR OF SCHOOLS,

(on special deputation in Rajputana.)

TO

THE RESIDENT,

*Jaipur.**Dated Abu, the 31st March 1905.*

SIR,

In accordance with instructions from the Government of India, I last month visited Jaipur. His Highness the Maharaja, while reluctant to permit a Government Officer to thoroughly inspect all his Schools and report thereon, was not adverse to my visiting the College and educational institutions of Jaipur City : and I was enabled by the courtesy of the Principal and Director of Public Instruction to learn much of the good work that is being done, while the printed Annual Report supplemented by such information as from various sources I was able to gather allows me to present an approximately clear, though far from exhaustive idea of what is being done for Education throughout the State.

2. There are in the City of Jaipur, supported by the State,

The Maharajah's College attended by	...	71
" Collegiate School	...	649
The Oriental College	...	35
The Sanscrit "	...	104
The Chundpole A. V. Middle School	...	347
The Nobles' School	...	18
7 Girls' Schools	...	646
4 Vernacular Final Schools	...	588
The School of Arts	...	100
The Drawing and Painting School	...	33
3 Carpet Schools	...	250
		<hr/> 2,841

The total State Expenditure on Education being about Rs 90,000, and the District Schools costing close on Rs 10,000, the above mentioned Schools cost the State the considerable sum of close on Rs 80,000, of which the Maharajah's College represents over Rs 21,000.

3. The Maharajah's College and Collegiate School are magnificently accommodated in a commodious range of buildings clustered round four court-yards of ample proportions, and compare favorably with any Collegiate buildings in India. The staff is a thoroughly competent one : not only are they men of high scholastic attainments including 6 M. A.'s. and 7 B. A.'s., but that they are efficient practically is proved by the excellent results achieved at the University Examinations. During the last four years the list of successful students comprises 2 M. A.'s., 18 B. A.'s., 50 Intermediate, 62 Entrance. This is a record of which any College would be proud, and speaks

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volumes for the zeal and ability of the teachers presided over by Mr. Sanjiban Ganguli, M.A., to whom as Principal of the College and Director of Public Instruction so much of the credit for the high quality of education in Jaipur is due.

This College is the only one in Rajputana that prepares students for the M. A. Examination. It is also the only one that at present is affiliated to the Allahabad University for the B. Sc. degree; the Durbar with wise liberality having provided the necessary sum for the adequate equipment of both physical and chemical laboratories, besides granting an annual sum of Rs 1,200 for their upkeep. Gas and water are laid on, and 8 boys at a time can work at practical chemistry. An interesting feature of the laboratory is the work-shop, where already under the supervision of the Science Professor numerous instruments and appliances have economically been made.

The number of students on the College rolls is 71. A judicious system of scholarships has been lately introduced, well calculated to be a real incentive to deserving students.

4. The Oriental College trains students for the Persian-Arabic Title Examinations of the Punjab University and is doing good work. The Staff comprises 4 Professors of high attainments. At present there are 35 students. In 1903 the successes were :—

- 1 Honors in Arabic, (Moulvi Fazil).
- 5 Honors in Persian, (Munshi Fazil).
- 10 High Proficiency, (Munshi Alim).
- 7 Proficiency, (Munshi).

and of late years the successes have been 3 Honors in Arabic, 18 in Persian : 25 High Proficiency, and 7 Proficiency in Persian.

5. The Sanscrit College affords education to 101 students. This is an institution of which Jaipur is very proud. When first instituted by the late Maharaja Ram Singh the Staff was selected from among the noblest Sanscrit Scholars in India, and the high fame then established has been and is being well maintained. Instruction is given in Grammar, Literature, Philosophy, Nyaya and Vedanta, Mathematics, Astronomy, Medicine, and the Vedas. Examinations are held annually by distinguished Sanscrit Scholars and Titles conferred; and these Titles, it is held, are in no way inferior to the more widely-recognised Titles of Benares and Lahore.

6. Appointment—A wise system is in vogue in this State of endeavouring to utilise the services of its graduated students in various State departments. And many men educated in the Oriental and Sanscrit Colleges have readily found employment on the Staffs of Colleges in other parts of India. Some too have entered the Indian Medical Service.

7. Secondary Education is represented in Jaipur City by two schools teaching up to the Entrance Standard, viz., the Collegiate and the Mission Schools: the Chandpole Anglo-Vernacular Middle School; and four Vernacular Middle Schools, 2 of which are aided. The Mission School is supported by the Presbyterian Mission and has 196 names enrolled: the Collegiate School has 649, and the Chandpole which was opened to relieve the crowded condition of the former has 347. From the Collegiate school during the last four years 62 have passed the Entrance Examination of the Allahabad University. I

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have no figures showing how many have passed the Middle Examination. But since the abolition of this Examination in the United Provinces and the introduction of the High School Scholarship Examination selected boys from the Collegiate and the Chandpole Schools and from 2 or 3 of the District Schools present themselves at that Examination: and to the ten that pass the highest, the Darbar gives scholarships. For the numerous other boys in Jaipur City and District who reach the Middle Standard there is no public Examination, although the Jaipur Educational Department examines each school at the end of the Upper Primary stage by printed papers. I am very strongly of the opinion that the State would obtain much advantage from allowing these boys, as is done by other States, to join the Rajputana Middle Examination held in Ajmer in lieu of the Examination formerly held by the United Provinces. The value of an examination, whereby the degree of merit reached by various Schools can be authoritatively tested and which acts as an incentive to every school to put forth its best endeavours so as to win reputation and credit cannot well be over-estimated in a country such as Rajputana, where the system of "independent and efficient inspection" is embryonic and undeveloped. Without such a public test of approved reliability the efforts of teachers are likely to become slack; there is no adequate means of appraising the value of their work, or of ensuring that the moneys expended by the State are being utilised to the best advantage. Jaipur is undoubtedly the premier State in Rajputana in educational matters, and it would be no derogation to her pre-eminence or her independence if she were in this matter of a Middle Standard Examination to submit her schools to the same test as all other States in Rajputana gladly avail themselves of.

8. I now come to the subject of Education in the district towns and villages, and find that though the Educational authorities are aware of the generally backward condition and are eager to gradually improve matters, very much remains to be done before Jaipur attains the degree of efficiency that is regarded as the minimum permissible in British Districts. I quote from the Jaipur Educational Report for 1904. "Seven or eight years ago there were no Vernacular Secondary Schools in the districts. The so-called schools, formerly maintained or aided by the State in the districts, were only elementary schools which were often no better than *chatsals* or *maktabs*. These schools, however, gradually developed and we have at present 11 Vernacular Secondary Schools in the districts and 43 Primary Schools." This number would seem now to have increased to 16 Vernacular Secondary and 59 Primary, in addition to which there are a few secondary and some 59 Primary schools maintained by Jagirdars and private bodies. There are also some 602 indigenous *pathshalas* and *maktabs* of which 74 are more advanced than the others and which it is the constant effort of the Director of Public Instruction to develop and improve. These are attended by some 11,000 children. Excluding these indigenous schools there are in the districts some 11,000 under some instruction.

9. Needless to say, in a state of the size of Jaipur this is inadequate and there is considerable scope for extension. There are 584 villages with a population of over 1,000 and of these 179 have over 2,000. About half of this number is said to belong to the State, half to Jagirdars. Of villages belonging to the better class there are 32 with a population of over 3,000 that with the exception of elementary indigenous schools have no school at all. Very few are the Jagirdars who evince any interest whatever in education: at four Jagir villages however, Jobner, Khetri, Sikar and Chomn there are Anglo-Vernacular schools imparting secondary education, well spoken of.

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It would be greatly to the interest of everyone concerned if the Jagirdars could be persuaded to either open schools themselves or permit State schools to be established at their expense in their principal towns and villages. The cost of a Primary School is Rs. 8-10 per mensem, of a Vernacular Final one Rs. 40-50 per mensem, not a large sum for a well-to-do nobleman to spend towards the welfare and improvement of his people.

10. Although I was not empowered to visit any of the District Schools I gathered that on the whole they are well managed and well supervised. The State is not niggardly in its support. The teachers are recruited as far as possible from the Oriental and Sanserit Colleges and from Vernacular Final Schools and are probably superior as a class to those found in most States. In all secondary schools provision is made for the teaching of both vernaculars. The Hindu population as compared to the Mohamedan is as 12 to 1, and a moiety of the Mohamedans would prefer to confine themselves to Hindi: but the State language is Urdu, so Urdu has to be taught. Were this not so, the money now spent on Urdu might be usefully spent on extending Primary Education in Hindi.

11. The system of Inspection seems efficient. Under the Director of Public Instruction there is a competent Inspector who visits each Secondary School twice a year, each Primary one on occasion serves; and under him are 4 Deputy Inspectors, each in charge of a separate circle, who are supposed to pay 3 or 4 visits each year to each school in their circle. At the end of the Lower Primary stage examinations are held by printed papers.

12. The Nobles' School is not the flourishing Institution it is in some States. It is represented by only a few boys, some 18 only being enrolled: and it is accommodated in rooms in the College building. There must be in the Jaipur State a very large number of sons of nobles whom such a school if encouraged would advantage. The State is represented in the Mayo College Ajmer by 9 boys.

— 13. Girls' Schools do not prove more popular in Jaipur than in other States in Rajputana. At Amber and Sambhar they exist, and there are 9 in the City; on the rolls are inscribed the names of 797. An Englishwoman is entertained as Superintendent, but under her the Teachers are inefficient, better ones being unobtainable. The State is willing to encourage Female education, but parents will not send their children; or such as do come are almost at once withdrawn: very few remain long enough to reach even the Upper Primary Stage.

14. It remains to mention the Technical Schools of Jaipur. The School of Arts teaches 100 boys the various arts and industries for which Jaipur is so widely famed and much good work is turned out. Scholarships are granted, and the State liberally supports the school. Besides artistic work, the elements of Hindi, Urdu and Arithmetic are taught. 33 boys are taught Painting and Drawing and become capable draftsmen. The State further provides small stipends during their apprenticeship to some 250 children who learn the art of weaving carpets.

JHALAWAR.

APPENDIX VII.

FROM

F. L. REID, ESQUIRE,

INSPECTOR OF SCHOOLS,

(on special deputation in Rajputana).

TO

THE POLITICAL AGENT,

Kotah & Jhalawar,

Kotah.

Dated the 13th April 1905.

SIR,

In accordance with instructions received from the Government of India I recently, in February 1905, visited Jhalawar and enquired into the condition of the education of that State. I now have the honor to submit my report and to offer a few suggestions.

2. The total annual expenditure on education is approximately Rs 5,496 per annum but with the exception of the High School in Jhalawar, there is not much done for education. There are nominally 5 village schools in 3 of which some provision is made for the teaching of Urdu along with Hindi, but the teaching is of an elementary character, in no case above the Upper Primary and generally not so high. At Patan the Hindi teaching does not rise above the Lower Primary; whereas the Persian and Urdu literature is of an advanced nature, without Euclid and very little Arithmetic. The indigenous education given in the pathshalas is all that the generality desire: the bankers and traders care for little higher, as not advancing their business interests and the agricultural classes are entirely indifferent. But soon the advent of the railway will bring this State into closer touch with the outer world, and there will be possibly some awakening to the advantages of some knowledge: at any rate it seems to be the duty of the State to endeavour to create such an idea, in however small a degree; and the present Maharaja, so enlightened himself, may be trusted to do all he can. Out of a total population of 90,000 less than 600 receive any education. I would suggest that Patan, a large commercial town of over 7,000 inhabitants, should have a Vernacular School teaching up to the Middle Standard, and that efforts should be made to enlist a better class of teachers who might increase the popularity of the other village schools. Steps too might be taken for an improved system of Inspection: the Tahsildars who at present visit the schools are in a position to render great assistance, but not being expert educationalists are not as useful as a trained man would be. The number of schools being scarcely such as to warrant the appointment of a separate officer I would recommend that the staff of the High School might be utilised.

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3. At Dag there is a special school for the reclamation of the *Sundhias*, a predatory tribe : at an annual cost of Rs. 300 the Darbar defrays the expenses of Boarding as well as of educating some 15 boys.

4. The High School in Jhalawar is housed in a very excellent building, roomy and well arranged : the Head Master is a competent experienced man : but the school is not in a satisfactory condition. In 1897 an attempt to introduce fees was made, and out of 255 only 35 remained in the school : then, the next year, the partition of Jhalawar took place, and many officials and others migrated to Kotah. It was not until December 1902 that the school was re-organised. Now the defect, that impedes success, is the insufficiency and inefficiency of the Staff. The Head Master is capable, but an extra expenditure of at least Rs. 60-70 per mensem will be required before the school can be on a sound footing : besides Pandits and Moulvis there should be nine masters, whereas at present there are only 6 ; and the higher the standards that these men have themselves learned up to, the better of course for the school. At present the quality of work is distinctly poor. By instructing boys in his own house after school hours and taking much trouble the Head Master has passed 3 boys for the Entrance Examination, the first successes for 9 years. No boys appear for examination at the Middle stage. The distance from Ajmer is the excuse. But the advantage to a school of this examination is so great that I think the Darbar would be willing to defray the expenses of candidates.

5. A change, I would suggest, might with advantage be made in the plan adopted : now boys read purely Vernacular for 18 months, then commence English, and in 7 years are pushed through to the Entrance : altogether a period of 8½ years. This in my opinion is a too rapid course : the average boy cannot so readily acquire a proper knowledge of his subjects. I would recommend the course usually followed in Rajputana : purely Vernacular for one year : then 6 months each in the English Standards I, II and III ; and a year each in Standards IV-X, which admits of a boy passing his Entrance Examination in 9½ years from the time that he first commences to learn.

6. Ample provision is here made for drill, gymnastics, and recreation : and the capital Library that the Maharaja is establishing should in future prove an educational factor of great value.

7. A Girls' school has existed for the last 20 years. It is attended, however, by only 27 girls and costs Rs. 12-8-0 a month. Very little is learnt : but a few girls are able to read and write.

APPENDIX VIII.

FROM

F. L. REID, Esquire,

INSPECTOR OF SCHOOLS,

(on special deputation in Rajputana).

TO

THE RESIDENT,

Western Rajputana States,

Jodhpur.

Dated Abu, the 1st April 1905.

SIR,

In accordance with instructions from the Government of India I have visited Jodhpur and made myself acquainted with its educational system. It was not considered necessary that I should visit the schools in the Districts; but their condition has been ascertained with sufficient certainty from enquiries. I now have the honor to submit my report and to offer a few suggestions.

2. The total expenditure on Education, as entered in the Budget, is Rs. 44,500. Of this sum Rs. 30,872 is spent on the College and City Schools: Rs. 3,000 is provided for the printing of such rare books as may be found in Jodhpur, but is seldom utilised: leaving less than Rs. 10,000 for the purpose of education in the towns and villages of the Districts.

3. The following is a list of the City Institutions, with the number attending them and the cost of their support:—

		Attended by	
Jaswant College	...	25	Rs. 16,668
Darbar High School	...	581	" 8,640
English Primary Branch School		74	" 708
Sanserit School	...	37	" 570
Hindi Pathshala	...	180	" 210
— Hewson Girls' School	...	49	" 2,712
5 Aided Primary Schools	...	250	" 1,068
Rajput Boarding House	...	49	" 1,296
		<hr/> 1,245	<hr/> Rs. 31,872

4. By far the largest item of expenditure is the Jaswant College, an excellent institution so far as quality of work is concerned, but so poorly attended that the cost of each student amounts to Rs. 666 per annum a sum considerably more than double of what a college student costs in the most expensive Government College, and largely in excess of his cost in an average Native College. This College was established in 1893, students appearing for

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the B. A. degree in 1898. The famine and cholera of 1899-1900 impeded progress, but with the exception of in those years results have been uniformly good : 11 have taken their Degree, 37 have passed the Intermediate. The State does what it can to encourage collegiate training : it grants scholarships, and it gives preference to Graduates in filling up appointments : but there does not exist in Jodhpur a large enough class of educated youths to properly fill a college; and I fancy the opening of this College was somewhat premature. It is undoubtedly doing good work and is creating a demand for higher education however limited ; but it is at a heavy comparative cost. It is a question whether with the same expenditure much more might not have been achieved in other directions in supplying the educational wants of the State. The Staff is a strong one consisting of 7 Professors, all of whom except the Head Moulvi are B. A.'s or M. A.'s, and is sufficient to teach four times the present number. The Physics and Chemistry Laboratories are specially well equipped, but the college is not affiliated for the B. Sc. Degree and Science may probably soon cease to be taught, owing to the very small number of students.

5. The school attached to the College is well organised and looked after, and succeeds in passing a fair number for the Entrance and Middle Examinations. But there is a huge disproportion in the numbers of the upper classes and of the lower ones : the preparatory sections contain 266 children learning rudimentary vernacular : the Primary Stage is represented by 231 : the Lower Secondary or Middle by 52, the Entrance and Preparatory Entrance by 18. The large majority are sons of Mahajans or of Railway Employe's : the latter find it easy to obtain minor appointments connected with the railway after they have acquired a very rudimentary degree of knowledge : the former care only for such education as will enable them to conduct their business according to old methods. Hence it is that so many leave after the Primary Stage. If the State authorities were to recognise the possession of a certificate of having passed the Rajputana Middle Examination as a necessary qualification for State employment, a much larger number of boys would continue to the end of the Middle Stage, with advantage both to themselves and to the State. The Sanscrit school, attended by 37 boys, is intended mainly for Brahmans who desire to fit themselves for their professional duties. It is only this year that for the first time boys are being sent up for the Titles Examinations at the Oriental College, Lahore.

The Girls' School is under the supervision of a European teacher, and the State is liberal in its support. But it is poorly attended, only 49 names being enrolled; the same adverse difficulties are met with here as is the case in other States of Rajputana and very little practical work is done.

6. The Rajput Boarding House provides accommodation for 49 poor Rajput boys who attend the school classes for education. This institution would seem to have risen upon the ashes of a former Nobles' School. In the time of the late Maharaja a Nobles' School was established to afford education to the sons of the numerous Jagirdars in Marwar. It was the first school of its kind to be started in Rajputana, and great interest was taken in it by Maharaj, Partab Singh and all concerned. But gradually this interest would seem to have died out, and the school ceased to exist. 5 boys are now attending the

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Mayo College but no further provision for this important class seems to exist. The State, is however, emerging from certain financial embarrassments, and I believe it is the intention of the authorities to resuscitate the school. It was in 1899 that the Elgin Rajput School was founded. Last year it was deemed advisable to continue its Boarding House but to close it as a separate school, the boarders now attending the Durbar Collegiate School for education.

7. The condition of education in Jodhpur away from the City is extremely backward. There are a considerable number of indigenous schools, highly favored by the Mahajan class, and the large number attending these causes Jodhpur to take so high a place in the Census Report under the head of "literate." But the Mahajans object to the small outlay upon books and writing materials required in a higher class of school and are perfectly satisfied if their sons learn to calculate according to the pattipahara system together with the most rudimentary reading and writing. There are, however, many districts of Jodhpur where the Mahajans are very few in number, where the population is entirely agricultural or pastoral; not settled, but apt to move about from place to place according to seasonal conditions. Not only are the climatic conditions uncertain and adverse but the nature of the soil is such as to preclude permanent settlements: consequently over a wide area of Jodhpur it is impossible to expect flourishing schools that, for their existence, require a settled population and a certain degree of material well-being. There are 7 parganahs, bordering on Sind, Jaisalmer and Bikaner where with the exception of in the two prosperous commercial towns of Nagore and Phalodi there are scarce any Mahajans, and where the population is constantly shifting. It may be noted in this connection that the income of the Jodhpur State is not to any large extent raised from land: it is Salt, Customs, the Railway that provide the major portion of the revenue. But, making due allowance for adverse circumstances, the educational requirements of the State can scarcely be said to be satisfactorily represented by the 27 schools that exist or the 1,300 children that are under some instruction. Of these 27 schools 18 are Vernacular Lower Primary: 7 are Anglo-Vernacular Primary, 2 are Anglo-Vernacular Middle. The extension of the village-school system is said to be under contemplation and the enlightened State authorities are fully alive to the advisability of improving matters. Although very much of the Jodhpur State belongs to Jagirdars, yet there are 57 Khalsa villages with a population of over 1,000 and 19 of them have over 3,000. Including Jagirdar villages there are 357 with over 1,000, and of these there are 113 with over 2,000. The Jagirdars do not themselves encourage education, and at the same time they are jealous and resentful of all interference. At Pokaran there is a Middle Anglo-Vernacular school, but with the exception of a few pathshalas there is no school, I believe, in any Jagirdar's village. At Kuchaman, a town of over 7,000 inhabitants, the Thakur is said to absolutely refuse to allow a school to be opened, in spite of frequent applications.

8. Having pointed out defects and shortcomings I would offer suggestions as to what might theoretically be done. It would be best if the whole of the State could be comprised in one educational system, under State Inspectors: but if the Jagirdars remain obstinate and reluctant to admit State interven-

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tion they might be persuaded to open schools of their own and make their own arrangements for their supervision and management. Primary schools, or rural schools specially suited to the requirements of an agricultural population, should be widely extended : and in all large centres there should be Vernacular schools teaching up to the Final or Middle Standard where boys desirous of State employment might obtain education. This standard is the lowest that in British Districts is accepted as a qualification for minor Government appointments. But the mere opening of schools is not of itself sufficient : State help should go further than that. It should become a recognised principle that in future the old system of hereditary claims and personal favor in the bestowal of the numerous minor appointments in the State is to gradually be superseded by an education-qualification. If this were recognised, the schools would rapidly become filled, the moral and intellectual tone of the official class would gradually become raised, and the work of the State would be better done. Until this is recognised, ignorance, peculation, slackness will continue.

9. An improved class of teachers must be sought for. As a general principle it may be laid down that none but those who have passed the Vernacular Final should be placed in charge of Primary Schools, while for the charge of Vernacular Final schools teachers should be secured who have been properly trained in a Normal School.

10. Steps should be taken to ensure efficient Inspection. At present the Inspecting Staff consists of one elderly man of no particular qualifications on Rs 60 per mensem assisted by a man on Rs 12. This is manifestly inadequate. Jodhpur is a large State, long distances have to be traversed. I would strongly urge the importance of appointing a competent Inspector, who should be a Graduate with experience ; and under him at least three assistants, each deputed to have charge of a separate Circle. Every school should be visited at least four times each year.

APPENDIX IX.

FROM

F. L. REID, Esquire,

INSPECTOR OF SCHOOLS,

(on special deputation in Rajputana).

TO

A

THE POLITICAL AGENT,

*Eastern Rajputana States,**Bharatpur.**Dated the 20th February 1905.*

SIR,

I have the honor, in accordance with instructions from the Government of India, to report upon the state of education in Karauli, and to offer a few suggestions for its improvement.

2. At present I find education in this State to be in a very backward condition. The total sum expended is Rs. 4,048 per annum; and the only schools are in the City the Maharaja's High School attached to which are a Patwari class and a rudimentary "Nobles' School," and a Girls' school; while in the District there are 5 Upper Primary Village schools.

3. The total population of Karauli is 1,56,786; those receiving instruction are 539, or 1 in 295 : 15 per cent of a population are considered by the Government of India as being of a school-going age. There are 437 villages; so in every 87 villages there is a school; whereas in the United Provinces there is one to every 15. From these figures it may be seen how very backward Karauli in education is.

4. The High School is one in name only, with only 2 boys reading above the Middle Standard. During the last five years only a single boy has passed the Entrance Examination from this school, and only two the Middle. The 47 boys reading the Anglo-Vernacular course are thus distributed :—

Entrance	X th	Standard	2
"	IX	"	0
Middle	VIII	"	5
	VII	"	1
	VI	"	3
	V	"	7
	IV	"	6
	III	"	3
	II	"	9
	Nobles		11

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From this it is apparent that no strong desire for learning English prevails in Karauli. Most of the State work is conducted in the Vernacular ; nor do the commercial needs of the place demand an acquaintance with English. But with the opening of a Telegraph Office, the extension of the Postal system, and the advent of the Railway in the near future the situation will change ; and it is well that Karauli should prepare for the change. In order to foster and encourage English education I would suggest that scholarships should be offered those who pass the Rajputana Middle Examination, Rs. 3 per mensem to boys reading in Standard IX and Rs. 4 to those in Standard X, the Entrance class. The passing of boys at the Rajputana Middle Examination should become an annual occurrence. But to enable this to be done the staff requires to be strengthened, and the system of teaching to be greatly improved. In Jugal Kishore B. A. the school already possesses a competent Head Master, a Graduate, on Rs. 50 per mensem, which is not sufficient pay to secure the permanent services of a good man : I would recommend a more liberal scale of pay.

The following table shows the English-teaching Staff as it is now, and as I would suggest :—

<i>Present Staff.</i>				<i>Suggested Staff.</i>			
Head Master ...	Rs.	50	Graduate.	Head Master ...	Rs.	60	
2nd	"	...	" 25-8-0 Matriculated.	2nd	"	...	" 40 should be a Graduate.
3rd	"	...	" 10	3rd	"	...	" 30
4th	"	...	" 10	4th	"	...	" 25
*5th	"	...	" 8	5th	"	...	" 10
<hr/>				<hr/>			
103-8-0 per mensem.				165 per mensem.			

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The Nobles' classes, lately established, contain 29 boys of good position or descent ; 11 of them read English, the rest Hindi. At present the sum of Rs. 250 meets the wants of this department ; but as new classes are formed a higher expenditure will have to be incurred.

The total number therefore in this "Maharaja's School" is:—

Anglo-Vernacular	...	...	...	36
Nobles	...	...	...	29
Urdu	...	...	...	85
Hindi	...	...	...	186
Putwari	...	...	...	9
				345

5. For the Girls' school Rs. 250 per annum is budgeted, a sufficient sum for present needs: some 12 girls only are enrolled. It is too soon as yet to criticise the working as the school was only opened in January 1905 ; but here even more than usually in Rajputana the people are slow to appreciate the advantages of female education.

6. Education in the district may be said to practically be non-existent. Nominally there are 5 so-called Upper Primary schools, affording education to 185. In addition there may be a dozen indigenous pathshalas and maktabas. Of villages with a population of over 1,000 there are 22 ; but of this population fully half are Chamars, Kolis, Gujars, Meenas, and Kachis—classes that are ever slow to learn : so the schools are attended chiefly by Banias and Brahmins, the former of whom are content with a little elementary arithmetic and reading, while the latter learn by heart a little Sanscrit and do not even care to acquire skill in writing. Attendance is extremely irregular, and no pupils attend from adjacent villages. The teachers are neither trained nor experienced. The Inspector is supposed to visit each school twice a year, but his chief work is that of 4th English Master in the Anglo-Vernacular School and his pay Rs. 10 per mensem.

7. To encourage and spread education in the villages I would recommend that (1) all Tahsildars and village authorities should be taught to recognise that an important portion of their duties is the encouragement of education (2) Upper Primary Schools be opened in 10 villages (3) teachers who have at least passed the Vernacular Final Examination be entertained, 5 on Rs. 10 per mensem, 5 on Rs. 12 (4) Inspection be frequent and effective. It should be the Inspector's duty to see that each teacher discharges his various duties properly ; he should constantly visit each school. Perhaps for the present an undergraduate Inspector on Rs. 30 per mensem might act also as 3rd Master in the Anglo-Vernacular School, though it would be preferable were separate men appointed.

8. The addition to the annual amount expended on education that the carrying out of my suggestions would involve is Rs. 1,436, making a total sum of Rs. 5,484.

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	<i>Present.</i>		<i>Suggested.</i>	
A. V. School—Head Master ...	Rs.	600	...	720
2nd „ ... „		306	...	480 Graduate.
3rd ' „ ... „		120	...	360 would also act as Inspector.
4th „ ... „		120	...	300
5th „ ... „		96	...	120
Moulvis and Pandits	...	984	...	984
Scholarships, Prizes, } Library, Menials }	...	532	...	600
	Rs	2,758		3,564
Patwari class	...	100	...	100
Nobles' School	...	250	...	250
Girls' School	...	250	...	250
	Rs	600		600
Village Schools (5)	...	690 (10)	1,320	
	Rs.	4,048	Rs.	5,484

APPENDIX X.

FROM

F. L. REID, ESQUIRE,

INSPECTOR OF SCHOOLS,

(on special deputation in Rajputana.)

TO

THE RESIDENT,

Jaipur.

Dated Ajmer, the 11th April 1905.

SIR,

In accordance with instructions from the Government of India, I have this month visited Kishangarh and made myself acquainted with its educational system. I now have the honor to report thereon, and to offer a few suggestions.

The total amount expended annually on Education is Rs. 11,127, which does not include the cost of supporting 3 boys at the Mayo College. The system introduced into the State under the enlightened supervision of the Minister Rao Bahadur Syam Sunder Lal, C.I.E. follows closely that followed in the neighbouring British district of Ajmer-Merwara. A Cess is levied, one per cent on rental; and from this the money for education is provided. This Cess has only recently been introduced, levied from both Khalsa and alienated lands, and will as time goes on increase enabling the advantages of education to be more widely spread. The State is a small one: but there are 29 village schools: a better proportion than what is found in most of the States. Amongst its 221 villages there are 14 with a population of over 1,000, 4 with over 2,000. Of these schools 3 aim at being Vernacular Middle ones and from Sarwar there will this year be 3 candidates: but as yet only one boy has passed the Standard; while from Rupnagar no candidate has yet appeared at the examination. I think that to enable these schools to achieve their aims a strengthening of the staffs is needed and the expenditure of more money, and such a policy is under contemplation: at present it is impossible for the Head Master to train boys for the Middle Standard and at the same time give the attention they require to the lower classes of the school. Of the other village schools 2 are Upper Primary, the rest Lower Primary: and the total number of children educated in these 29 schools is 818. This is in addition to various indigenous pathshalas. The total population of the State, Kishangarh city excluded, is 78,307.

Among the 43 teachers of these village schools only 5 have passed the Vernacular Final.

A very interesting feature in the system of this State is the attempt to provide special education suited to the agricultural class; and attached to 8 schools are gardens or small experimental farms where the sons of agriculturists

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receive practical instruction that may open their mind and encourage them to turn their attention to improved methods of agriculture. This plan is as yet in its infancy and has not taken root : but it appears to be useful and popular, and to admit of extension.

Another interesting feature in all the schools of the Kishangarh State is the insistence on some religious instruction : every day for half an hour the *Sanatan Dharam*, the instilling of orthodox religious principles, is practised.

Proper Inspection is provided for, there being an Inspector on Rs. 60 with a Deputy on Rs. 12 : the latter appears to pay frequent visits to the schools, but I doubt whether he is a man of sufficient capacity to enable him to properly advise and assist. The Inspector on Rs. 60 should be a first class man ; and for so small a State one really good man would probably suffice. The Inspector in all British Circles is expected to visit every school at least four times a year : here the number of visits might be even greater.

At a cost of nearly Rs. 2,000 per annum there is a Boarding House in Kishangarh where 54 boys, mostly Rajputs and including 7 sons of Sardars with a few Charans are maintained by the State : of these 16 read in the Anglo-Vernacular, the others in the purely Vernacular School.

The demand for English or for education other than elementary has yet to be developed. One would have thought that being on the railway and so close to Ajmer there would have been no lack of boys anxious to improve their station in life : but the great mass of students are of the Mahajan class and remain content with the insignificant knowledge necessary for carrying on their trade in the old way, and notwithstanding the fact that State patronage is given to boys who qualify the number attending the Anglo-Vernacular School is no more than 54. A competent Head Master manages this school and a few boys pass the Middle Examination, 5 in five years ; but the upper classes are poorly filled, and the condition of the lower ones leaves much to be desired. The junior teachers require, I suggest, to be replaced by a better educated class of men : then the quality of the education would improve, and a greater number be secured for the higher classes. In the purely vernacular school, accommodated in the same building, I find the same disinclination to prolong their studies : in the two lowest classes there are 149 boys, while in the three highest there are no more than 22 ; and during the last five years only 10 have succeeded in passing the Vernacular Middle Examination. Here again the staff is scarcely as competent as it should be : for a school of this class the Head Master should represent a higher standard than merely the Vernacular Middle : one who has been trained in a Normal School would better serve the purpose.

The cost of the whole staff is but Rs 45 per mensem, a sum too small for such a school. An improved staff would result in an improved school. Further, I would suggest that the State authorities might observe greater stringency in insisting on an education qualification as a preliminary to all State employment.

Kishangarh in proportion to income spends a larger amount on education than any State : and there are various features observed here that might with advantage be copied by others.

APPENDIX XI.

FROM

F. L. REID, Esquire,

INSPECTOR OF SCHOOLS,

(on special deputation in Rajputana).

TO

THE POLITICAL AGENT,

KOTAH AND JHALAWAR,

K O T A H .

Dated Udaipur, the 19th March 1905.

SIR,

In accordance with instructions from the Government of India I recently visited Kotah (in February) and enquired into the condition of education in that State. I now have the honor to report thereon and to offer a few suggestions.

2. The progress that has been made since His Highness the Maharao has enjoyed ruling powers is very marked. I visited the State in 1892 and found education neglected and backward, both in the city and in the villages : there was no proper organisation, no trustworthy inspection, no tangible results. Now all is changed. Whatever can be done by wise expenditure of money, by careful supervision and organisation is now willingly done by the Maharao : who, mindful of the advantages he himself has received from his education at the Mayo College Ajmer, fully recognises that the provision of educational facilities is both a duty he owes his people and a means of improving the condition of his State. He has been fortunate in having at his right hand so capable and shrewd an adviser as M. Sheo Pratap, his Private Secretary, who since 1893 has in addition to his own proper duties undertaken the duties of Inspector of Schools. It is to the experienced initiative, the powers of organisation and the ever active supervision of this gentleman, working under the Maharao, that the education of this State owes its present considerable measure of success. That still better results are not manifest is due to the indifference and apathy of the people, who throughout Kotah evince an obstinate reluctance to avail themselves of the chances offered. The State will however soon be intersected with railways, the inevitable awakening and widening of interests will ensue ; and then educational progress will surely be rapid.

3. The State spends altogether on education Rs. 33,088 : this includes Rs. 5,236 in defraying the expenses of boys attending the Mayo College Ajmer. Education is entirely free.

4. In the City there are

- I. The High School with its dependencies,
- II. The Nobles' School,
- III. 3 Girls' Schools, elementary.

KOTAH.

I. The High School is well established, has already shown fair results and promises well for the future. The English Department is not largely filled, only 130 names being enrolled, nor are the higher classes well attended: boys in Kotah are satisfied with a little learning: the Entrance class contains 7 boys, the 2nd class only 2, the 3rd or Middle only 1; while the remaining classes hold 5, 7, 9, 13, 15, 71 respectively. This paucity of numbers in the higher classes has been more marked in recent years, and may be partly attributable to the lingering effects of the famine of 1899 and the poor years that followed. But it is partly due to the fact that boys are able to obtain small revenue and other appointments after having acquired a very slender stock of learning: so long as this is possible they not unnaturally shirk the labor of proceeding with their studies. To remedy this I would suggest that the principle be introduced of an education-test for all appointments worth more than a certain sum: this would result in the higher school classes being better filled, a better value being obtained for the money spent on education, and in a better class of officials being obtainable for the State. I would also suggest the advisability, for some few years to come, of small scholarships being offered to boys who have passed the Rajputana Middle Examination, encouraging them to proceed to the Entrance Standard.

I notice that children joining the Anglo-Vernacular Department commence the study of English at once together with that of their vernacular. This is contrary to the practice considered best in British districts, and I would recommend that the first years of a child's school life should be devoted to the vernacular alone.

The staff of the English Department is sufficient: it contains no Graduates, but the teachers are as a class men of experience and have all passed either the Intermediate or the Entrance grade. They have during the last 6 years succeeded in passing 28 boys out of 40 for the Middle Examination, and 11 out of 21 for the Entrance. The Head Master has done good service and has had 20 years' experience; but the entertainment of a younger more energetic man, a Graduate with some knowledge of improved methods and systems, would probably prove to be to the benefit of the school.

One reason why so few boys are found in this Anglo-Vernacular school is that in the same building is a Vernacular School, teaching Nagri to 85, Urdu to 50. Theoretically boys are supposed to proceed from this department to the Anglo-Vernacular one: but as a matter of fact no boy does this. Whichever school he first joins—and this seems to be largely a question of chance—there he remains. Nominally this Vernacular Department affords a Vernacular education up to the Middle (or Final) standard: but very few reach the higher classes; at present in the Final class there are only 2. So this Vernacular School, absorbing into itself boys who would otherwise join the Anglo-Vernacular one, fails to justify its existence by affording a sound education of its sort. I would suggest the trial of discontinuing the lower classes of this separate Vernacular Department—at least in the High School building—and of maintaining merely three higher classes, to be joined by boys with scholarships from Upper Primary schools in the villages.

There is a small *Sanskrit* department where a learned Pandit teaches 21 boys, aiming at the Benares Prathama and Madhyama standards and doing

KOTAH.

good work. There being so many Brahmins in Kotah this department admits, I should think, of extension.

As a department of the Vernacular School elementary Normal classes have recently been opened in which to train boys for village school teacherships provision is made for 15: but though scholarships are offered, and the standard does not reach the Vernacular Final it is with extreme difficulty that candidates are obtained.

A *Patwari* department gives instruction to 25 boys and is excellently managed. Each boy has to pass a qualifying entrance examination: he then receives a scholarship and for 6 months is taught Surveying and the way to keep village papers: he is then attached to some Revenue office and obtains practical experience.

There is also an indigenous pattipahara department attached to the High School where 57 children are taught. Owing to a regulation of the State that all aspirants to Revenue appointments should know Nagri this department is growing smaller, and should in the course of time disappear.

There are thus altogether in the High School and its dependencies 386 boys receiving education of one sort or another. The accommodation is commodious and suitable; but the building is in the heart of the city, at a considerable distance from the playing fields.

II. The *Nobles'* School upon which the annual expenditure is Rs.9,307 educates 42 boys, most of whom are sons of jagirdars. 29 of these are Boarders. Those whose rank in life warrants it are sent to the Mayo College Ajmer. There are at present 5 boys being educated there at the expense to the State of Rs. 5,326. The accommodation in the grand mansion inhabited by the famous Diwan, Zulim Singh is excellent: but the State is contemplating the erection of a handsome new building together with a comfortable Boarding House outside the city where, amongst other advantages, there will be improved facilities for all manner of athletic exercises. Already instructors for cricket and gymnastics are maintained, and a miniature range is provided where Morris tube practice is carried on. The curriculum followed is that in use in Ajmer and the United Provinces: this is in some respect higher and more advanced than that followed in the Mayo College and is by the Kotah authorities preferred. During the last 6 years 18 out of 37 have passed the Middle Examination, while 9 out of 17 have matriculated. To enable boys to pursue their studies elsewhere and graduate, the State is willing to grant scholarships; but hitherto no one has taken advantage of this, immediate service being preferred. The boys being few in number it is found practicable to push them on, and the whole course is completed in 7 years, English being commenced at the same time as their vernacular. I believe it would conduce to their well being if the first year were devoted to the vernacular, a practice followed in all schools in British districts. Just now the upper classes are but poorly filled, there being only a single boy in the Entrance class, and only 15 in the first six, while the 7th contains 26. During the famine of 1899 no admissions were made: years of scarcity followed, and it is only recently that the school has commenced to recover. His Highness the Maharao uses his best efforts to stimulate his Jagirdars to send their sons, and with favorable conditions the school's future prosperity seems assured. For present needs the staff is ample. The quality

of instruction is in many respects very good : though I was able to make a few suggestions that will I hope remove existing deficiencies.

✓ III. *Girls' schools* flourish here no better than they do in most other States in Rajputana. The difficulty of securing competent teachers appears to be insuperable, and the prejudices to be overcome are deep-rooted. Provision is made for 4 schools in the City, but one is closed for want of a Mistress : there is a school also at Baran. Altogether 111 names are on the registers : out of these some 52 can read, some 23 can write from easy dictation. while in Arithmetic only 4 can as much as work sums in Addition.

5. The provision of education in the districts and villages is receiving earnest attention and gradual progress is being made. Perhaps owing to its geographical position, at a far distance from commercial centres, remote from the influences of British districts, and untraversed by railroads this State contains a population particularly devoid of any leaning towards education, and though the Durbar establishes schools it is a matter of difficulty to attract attendance. Previous to 1900 there was no effective teaching or supervision : no Nagri was taught in the village schools, nothing but local Hindi and the pattipahara tables. Now there are 34 schools, in 28 of which the Upper Primary standard is being well taught : the other 6 are Lower Primary. In 14 of these schools, most of which are in villages formerly belonging to Jhalawar in which State Urdu is the official language Persian is taught as well as Hindi. 1,778 children altogether are under instruction. This cannot be regarded as a large number for 2613 villages, of which 69 have a population of more than 1,000 : nor is there in any village provision made for higher vernacular instruction than the Upper Primary Standard. For the convenience of the State, to fill its numerous administrative departments, the supply of an educated class of youths is eminently desirable ; and with this aim in view efforts should, I suggest, be made to establish in selected centres schools teaching up to the Vernacular Middle (or Final) Standard.

6. The next difficulty will be the procuring of competent teachers. Steps have recently been taken, in connection with the City High School, to prepare 15 men for the Vernacular Final Examination : which having passed they are given teacherships. But men of such training cannot manage schools higher than Upper Primary ones ; and competent teachers will have to be sought for from elsewhere. Kotah being far from the Railway and British districts such teachers will not easily be attracted. Should a Normal School for Rajputana be ever created in Ajmer, Kotah would derive great benefit from it.

7. No system of village education proves of great value without most efficient Inspection. Every school should be inspected carefully at least four times every year, and where the schools are for any reason unsatisfactory the Inspector's time and attention are the more urgently and for a larger number of days at a time needed. Kotah embraces a wide area, without many facilities for rapid travel : and therefore two Deputy Inspectors will probably be found necessary. I would further recommend that the Nazims should receive instructions to consider the encouragement of village education a specially important portion of their duties.

APPENDIX XII.

FROM

F. L. REID, ESQUIRE,

INSPECTOR OF SCHOOLS,

(on special deputation in Rajputana).

TO

THE RESIDENT,

M E Y W A R ,

Udaipur.

Dated the 26th March 1905.

SIR,

On the 22nd—24th March 1905 I visited Partabgarh. I now have the honor to report on the condition of education in that State, and to offer a few suggestions.

2. Education is in a very backward state, and it would seem that it is only very recently that any steps have been taken to introduce any system at all. The severe outbreak of plague, from the ravages of which the city and the State are still suffering, has impeded progress ; so the present condition of education is one of promise rather than of fulfilment.

3. The total expenditure on education falls below Rs. 1,500 per annum, and this sum is almost entirely spent on the upkeep of the two schools in the city. One of these is a Lower Primary Vernacular one attended by 52 boys, the other an Anglo Vernacular one attended by 50 ; so that the total number of boys receiving education in Partabgarh with its population of 9,819 is 102, of whom 19 belong to the districts. There seem to be no pathshalas or makhtabs in the city. The Vernacular school costs Rs. 20 per mensem to maintain and affords a 2½ years' course of education in both Urdu and Hindi: very few, however, remain after having acquired the elements. The school is housed in a commodious but dilapidated building which in a village might be regarded as a convenient makeshift ; but the capital city of a State should not be content with quarters so humble.

4. The Anglo-Vernacular School is growing up around the "Nobles' School." It is the desire of His Highness the Mahanwat to afford a sound education to the sons of his Jagirdars, and the Rajkumar fresh from his experiences of the Mayo College is very keen to make the scheme a success. Theoretically it might be best if a separate special school for this class could be established, and if in the city for the sons of other classes an ordinary Anglo-Vernacular Middle school were provided. But Partabgarh is neither a big State, nor one possessed of large means. The Nobles' School contains

PARTABGARH.

only 19 boys and though there is accommodation for 25 and efforts will be made to increase this number, it will never be a large school demanding the full attention of a separate Staff. Therefore, while so far as Board and Lodging are concerned, the Jagirdars' sons are treated exceptionally, in the matter of education they are brought up with the townspeople a procedure which, however repugnant to their parents' prejudices, will prove on the whole advantageous to them. The total number enrolled in this school is 50 : of these 28 are in the preparatory vernacular classes, 22 are learning English, and the highest boy is reading in the 6th class. Before long the standard reached will be the 8th or Middle, and to that standard I would recommend the State confining its aspirations. To enable that to be reached the present staff will soon have to be strengthened, and the monthly cost will fall not far short of Rs. 180 per mensem. Should it be desired to educate individual boys to a higher standard they should receive scholarships and proceed to Ajmer. All the Jagirdars' sons except two are at present in the lowest class.

5. The school house is excellently adapted to requirements, roomy, airy, remote from the city, though near enough to make it easy for the city children to attend : and around it is ample ground for the recreation fields already laid out and for the Gymnastic appliances contemplated. The sleeping rooms, dining and other rooms for the Jagirdars' sons are well arranged, and ought to prove popular.

6. Of education in the villages there is practically none. At Deolia there is a Lower Primary, attended irregularly by 10 to 15 children and costing the State Rs. 6 per mensem: there is a similar school at Kotri supported by the villages, and one other in a Jagirdar village. Gradual efforts might I think be made to multiply the number of schools ; and as the population is mainly agricultural I would recommend the introduction of the curriculum specially drawn up for rural schools, in use in Bengal. Frequent inspection should be insisted on, the 2nd Master of the Anglo-Vernacular school being perhaps the most competent officer available for this duty.

APPENDIX XIII.

FROM

F. L. REID, ESQUIRE,

INSPECTOR OF SCHOOLS,

(on special deputation in Rajputana).

TO

THE POLITICAL AGENT,

Haraoti and Tonk,

Tonk.

Dated the 18th March 1905.

SIR,

In accordance with instructions from the Government of India I have recently visited Shahpura, and now have the honor to report on the condition of Education in that State and to offer a few suggestions.

The State spends altogether Rs 3,274 per annum on Education, and the greater portion of this is expended on the Middle Anglo-Vernacular School. The demand for education of any sort either in the town of Shahpura or in the Districts is very slight, and although the Chief is anxious to encourage and extend it his people do not respond. Remote from the Railway, without any large commercial interests, the people follow their various pursuits (chiefly agricultural) in the manner of their forefathers and feel no stimulus to alter their ways. When the talked-of Railway is completed, conditions in Shahpura will change and there will then spring up a desire for education. Outside the capital city, there is provision for education in only one village Kothia where there is a Lower Primary school in a poor condition. The State, it is said, has in the past opened a few schools, but the attendance being nil they have been closed.

In the Chiefship there are 133 villages, of which 7 have a population of 1,000 and over. It is, I suggest, very advisable to make renewed efforts and I would recommend the establishment of schools at Phulia, Sangria, Dhanop, Dhikola, Khamore and Thandal. Care should be taken to secure trained teachers, or at least men who have passed the Vernacular Final. And, above all, constant and efficient Inspection must be arranged for. If experience proves that Upper and Lower Primary schools do not attract they might be converted into purely agricultural schools similar to those now being constituted in Bengal, where short courses of instruction specially suited to the needs of the rural classes are arranged for. The advantage to the people themselves and to the State of some form of education need not be dwelt upon.

SHAHPURA.

In its Middle Anglo-Vernacular School Shahpura has a fairly successful institution. Much of this success, however, is due to the individual merits of the Head Master Brij Mohan Lal rather than to the sufficiency or the organisation. It is a small school, containing only 61 boys who are distributed thus :—

Middle or Standard	VIII	...	...	3
	VII	...	...	2
	VI	...	...	9
	V	...	...	8
	IV	...	...	6
	III	...	...	4
	II	...	...	6
	I	...	...	10
	Preparatory	...	...	13
				—
				61

The Staff consists of 4 English teachers, with a man to teach Arithmetic, 3 Vernacular teachers and a Gymnastic Instructor. The total expenditure amounts to Rs. 190 per mensem. Owing to the conscientious painstaking labor of the Head Master, 4 boys in 1904 and 3 in 1903 passed the A. V. Middle Examination : valuable assistance is rendered by the 2nd Master. But the condition of the junior classes is not up to the mark ; and undoubtedly the staff requires strengthening.

For some time to come there will be no need to raise the status of the school. The Chief liberally supports with scholarships such boys as, having passed the Middle, wish to continue their studies elsewhere up to the Entrance Standard ; and he has even supported some up to the Graduate stage. This system works well, and should be extended.

The school building is handsome and commodious. Near to it is an excellent Boarding House affording accommodation to 26 boys, sons of respectable Rajput and Jagirdar families. All the expenses are borne by the Chief.

In this same building and under the management of the same Head Master are vernacular classes, 48 boys reading up to the Final Standard which examination during the last 8 years, 15 boys have passed. The staff of this Branch consisting of a Head Pundit with 5 assistants is sufficient. In order to attract a larger number to this school I would suggest the addition to the curriculum of mental Arithmetic and simple Book-keeping.

There are thus 109 boys receiving instruction. In the City there is an elementary Hindi school, attended with extreme irregularity by some 115 children : the course is one of 18 months divided into 3, of 6 months each. Very little is here learnt.

Including these 115, the total number of boys receiving any sort of instruction in the City of Shahpura with its 7,000 inhabitants is 224.

APPENDIX XIV.

FROM

F. L. REID, ESQUIRE,

INSPECTOR OF SCHOOLS,

(on special deputation in Rajputana).

TO

THE RESIDENT,

*Western Rajputana States,**Jodhpur.**Dated Kishengarh, the 10th April 1905.*

SIR,

In accordance with instructions from the Government of India, I visited Sirohi this month and enquired into the condition of education in that State. I have the honor to report thereon, and to offer a few suggestions.

I find education very backward. There are said to be a number of indigenous schools where "patti pahara" and elementary reading and writing are taught, and these are said to suffice for the needs of the people. And at Mount Abu there are large Boarding schools for English children and a Vernacular school supported by private subscriptions which, together with the indigenous pathshalas, cause Sirohi to hold the first place in the Census Returns of Rajputana in the column for "literate." But the total State expenditure on education amounts to less than Rs. 700 per annum, excluding the cost of 2 boys supported at the Mayo College; and the only school maintained by the State is an Anglo-Vernacular one in Sirohi itself, nominally of the Middle Standard but in reality considerably below that, containing 68 boys, and maintained at a cost Rs. 51 per mensem.

This school requires to be entirely reorganised. It would be better to be content with a thoroughly efficient Vernacular Middle school than to attempt the teaching of English inadequately. At present the staff consists of but 3 men, one for Urdu, one for Hindi, and one for English: the latter is the Head Master, he has qualified at no examination, he draws Rs 25 per mensem and is required to teach 7 classes. Under these circumstances poor results are not unnatural. Sirohi is a town of over 5,000 inhabitants: it is not far from the Railway: Abu Road is an important thriving place, and Mount Abu offers employment to many local men if educated. Every thing in the local conditions of the place points to the advisability of having a good school. It would be eminently useful, and would probably be well attended. But at present if any boy requires higher education he proceeds elsewhere: there are now 14 boys from Sirohi reading at Jaipur, besides 3 at Jodhpur: of these 3 receive State scholarships. To raise the existing school to a proper state of efficiency increased expenditure is necessary; a Graduate

SIROHI.

should be secured as Head Master, competent assistants should be given him ; and the total cost would be not less than Rs. 180 per mensem, but for this outlay the State would soon reap its reward, in the shape of an improved class of official for the numerous appointments in its gift.

In the villages of Sirohi there are no State-supported schools, although there would seem to be ample scope for them. 28 villages have a population of over 1,000, 10 of over 2,000 and it is reasonable to suppose that if efficient Primary schools were established they would readily be taken advantage of. Pindwara and Rohera are places where specially schools would be likely to flourish. I would therefore suggest the propriety of instituting a village school department under the charge of a competent Inspector, who might at first perhaps be chosen from among the teachers of the Sirohi School. He would open Primary schools where there appears to be a chance of success; and would take steps to encourage and improve existing indigenous schools so as to render them more generally useful than at present.

His Highness the Maharao is himself aware of the benefits arising from education : he has himself late in life acquired a good knowledge of English, he has had both his son and his daughters instructed in that language. He may therefore be relied on to do what lies in his power to foster education in his State.

APPENDIX XV.

FROM

F. L. REID, ESQUIRE,

INSPECTOR OF SCHOOLS,

(on special deputation in Rajputana.)

To

THE POLITICAL AGENT,

*Haraoti and Tonk,**Tonk.**Dated Udaipur, the 16th March, 1905.*

SIR,

In accordance with instructions from the Government of India, I last month visited Tonk and enquired into the condition of the education of that State. I now have the honor to report thereon and to offer a few suggestions.

2. Education is extremely backward in Tonk, and the money that is spent, Rs. 12,100 in all, is not laid out to the best advantage. There is an Anglo-Vernacular High School, but it is poorly equipped and organised : there are 5 elementary Primary schools in the districts, and there is a certain amount of inefficient unsystematized Arabic instruction confined chiefly to the teaching of the *Koran*: beyond this there seems to be no education. From the High School during the last five years, in English four boys have matriculated and 9 have passed the Middle Examination: in Persian 4 have passed the Munshi, 3 the Munshi Alim and 1 the Munshi Fazil ; in Arabic 4 have passed the Moulvi and 1 the Moulvi Alim Examinations. This cannot be regarded as a brilliant record for so lengthy a period.

3. The High School is in my opinion attempting rather more with the funds as they are at present apportioned than it can possibly accomplish. There are in the Anglo-Vernacular Department 215 boys :

Munshi	...	...	16
Moulvi	...	...	18
Sanscrit	...	...	19
Hindi	...	...	50
			<hr/>
			318

The Anglo-Vernacular Department has its classes sufficiently well-filled, but the quality of the teaching is poor and the pupils are in a very backward condition especially those in the lower classes. Thus although in the Middle class there are 8 boys, not one is competent to appear at the Rajputana Middle Examination this year : in all subjects the classes fail, showing themselves defective in English translation, in pronunciation, in arithmetic and dictation. Nor does there seem to be any regular system of promotions. The lower teachers

TUNK.

are men of inferior qualifications drawing in-ignificant salaries. The Head Master Hasan Mirza is an old servant who has in his time done good work and is thoroughly capable of more good work still. But I consider a younger man, a Graduate who has been trained in an Anglo-Vernacular Normal School, and has had some experience of teaching and management, would at the present stage be better able to effect improvements. Hasan Mirza draws Rs. 125 while the Second Teacher has only Rs. 35 per mensem. If Hasan Mirza were provided for elsewhere in the State a man such as I have indicated could be secured for Rs. 80 per mensem, a Graduate on Rs. 50 could be appointed Second Master, and one as Third Master on Rs. 40. Efforts should be made to strengthen the junior masters also ; and the new staff would represent very little additional cost to what the present is. I would suggest that the curriculum followed in all the other schools of Rajpntana that send boys up for the Middle Examination should be strictly followed.

In the Oriental Department, there are 34 students nominally aiming at the standards in Arabic and Persian enjoined by the Punjab Oriental College, and there is no reason why if a competent instructor on Rs. 25 per mensem were entertained this Department should not become better attended and more successful. The present teachers, though themselves Munshi Fazils, are not of the stamp required : they might serve usefully as Assistants. The *Hindi* Department teaches merely a Lower Primary course to 50 boys: 2 other State schools in the city teach a similar course to 87 boys, and some 137 boys are reading in State-supported Pathshalas. This is the whole Hindi education provided in the city of Tonk for a Hindu population of some 17,000.

4. The establishment of a good Vernacular School in which Hindi up to the Middle Standard should be taught seems to be an urgent necessity : this is the standard that in British Districts and in some of the Native States is found in the larger-sized villages. In connection with this school, classes for Patwaris might be opened and Book-keeping be taught. On the supposition that 200 boys would attend, the upkeep of such a school would amount approximately to some Rs. 1,000 per annum—not an excessive sum compared with the resulting advantages : Similarly it would be in the interest of the State as well as beneficial to the Mohamedan population if an Urdu Middle Department were also established. In support of this proposition I may quote a remark made by the Agent to the Governor General, “Care must be taken not to sacrifice a thorough vernacular education to an inferior and less practically useful knowledge of English.”

5. *Girls' Schools*, properly so called, do not exist. For teaching the *Koran* by heart there are 5 State-supported schools attended by 75, in addition to 14 private schools where 332 are taught. Nothing else is taught. Many of the teachers seem to take the girls on a kind of contract-system receiving sums varying from Rs. 20 to Rs. 100 according to the portion taught and the circumstances of the parents.

6. In the districts of Tonk there is scarcely any provision for Education of any sort. Including Tonk itself there are 6 parganas containing 1,294 villages, of which 18 have more than 1,000 inhabitants; and yet outside

TONK.

the capital, there are but 5 schools: 2 of these approximate to the Upper Primary Standard, 3 fall below it. Very little arithmetic is taught. Altogether 440 names are enrolled, 204 being Mohamedans who learn the *Koran* by rote and who are chiefly sons of officials and the landed gentry. In two a little elementary English is taught, and in two others where telegraph offices have lately been located the same is in contemplation. But of real education there is little or none.

7. I would suggest that at least at the headquarters of each parganah there should be a good school teaching up to the Vernacular Middle Standard, where the youth of the country districts could fit themselves for revenue and other State appointments besides acquiring knowledge for its own sake. And Primary Schools might with advantage be established in some, if not in all of the larger villages. It might be advisable, where all the inhabitants are engaged in agriculture, to adopt the curriculum specially drawn up for agriculturists in Bengal.

8. Competent teachers should be sought for; without such money spent on schools is wasted: but to attract suitable men to so out of the way places as the districts of Tonk it may be necessary to offer somewhat higher wages than generally suffice. For a Primary School a teacher should have passed his Final: for a Final (or Middle) School he should have been trained in some Normal School. The teachers at present in Sironj, Chabra, and Nimbahera are possibly competent to start Vernacular Middle Schools at once. For the future supply of teachers it would probably be the cheaper course if the State were to send selected boys to first pass the Final test and to then go through a Normal School. They would return to Tonk and serve as teachers in their own State on considerably less pay than what would attract others.

9. But no educational system is complete without proper Inspection, to keep the teachers up to the mark, to see that fit methods are followed, and to ensure full value being obtained for the money spent. Each school should be inspected at least four times every year. Until the State be in a position to have a separate Inspector I would suggest that the duties be entrusted to one of the Graduate teachers in the High School.

UDAIPUR.

APPENDIX XVI.

FROM

F. L. REID, ESQUIRE,
INSPECTOR OF SCHOOLS,
(on special deputation in Rajputana).

TO

THE RESIDENT,
Mewar,
Udaipur.

Dated Abu, the 30th March 1905.

SIR,

In accordance with instructions from the Government of India I have recently visited Udaipur and enquired into the Educational system of the State. I now have the honor to submit my report thereon, together with a few suggestions.

2. The total sum annually expended on education is some Rs- 28,000. Of this sum Rs- 11,136 is spent in connection with the City High School with its Branches and the Girls' School: while Rs- 16,000 represents the cost of the District Schools. This includes some Rs- 40 per mensem spent on scholarships to boys reading in the school. On rare occasions His Highness has befriended individual students granting them assistance to enable them to continue their studies elsewhere.

3. The High School, estimated by its successes at public Examinations is a flourishing Institution providing a sound education up to the University Entrance Standard: during the last 16 years 47 of its students have matriculated, 60 have passed the Middle Examination. The school is well attended, 363 boys attending the Anglo-Vernacular classes, while in the preparatory sections where the vernacular alone is taught there are 395, making a total of 758. To these may be added the 126 girls in the Girls' School; so that the total number of children in the City of Udaipur being educated by the State is 884. A moderate system of fees, ranging from 1 to 4 annas, prevails, almost all expenses being borne by the State.

4. The High School, in number of teachers, is well equipped, with 9 to teach English, a Writing Master, and 3 Pandits and 3 Moulvis. But in quality there is much to be desired, while the addition of a Science Master is an urgent necessity. Fortunately for the school's welfare it has been since 1884 under the management of Rai Sahib Hazari Lal. The school was no more than a Primary one when he took over charge in 1884: he has raised it to its present condition; and it is almost entirely due to his indefatigable energy and personal endeavour that so many boys have achieved success and that the school has won so high a reputation. He has usually had an insufficient Staff: he has had numerous obstacles to contend with; but he has

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persevered, in school hours and out of them ; and what success the school has met with may almost entirely be placed to his credit. On the Staff there is at the present moment but one teacher who has passed even the Intermediate Examination : two have passed the Entrance : the remaining teachers have no special qualifications, have been recruited locally, on small pay. Under ordinary circumstances the condition of the lower classes would leave much to be desired ; nor is their condition now entirely satisfactory ; but the Head Master's example and influence are felt throughout the school, and the result is manifest in the school being upon the whole considerably above the average. However, Hazari Lal cannot remain here for ever ; and I would suggest that steps be taken to strengthen the Staff. Advantage might be taken of the second Teachership being now vacant to secure an experienced Graduate on Rs. 60 Imperial, per mensem: and as occasion offers more highly qualified men should be appointed to the lower posts. There is also a pressing necessity to introduce a teacher of Science, on Rs. 40 per mensem. The University prescribes three extra subjects, Drawing, Science, and Classical Language, one of which it is necessary for each boy to take up : here in Udaipur boys are reluctantly obliged to take either Sanscrit or Persian. Sanscrit is of no use to them in later life, nor in Udaipur is Persian. Science on the other hand would be of universal interest and utility. With regard to the Vernacular Staff I find that neither the Head Pandit nor the Head Monvi are men of high qualifications : they ought to have passed some recognised standard and also to have some knowledge of English. At present the preparatory Vernacular course occupies a period of 2 years. This seems to me unnecessarily long. In Ajmer only one year is spent in acquiring an elementary knowledge of the vernacular before commencing the study of English. In Udaipur, it is said, Mewari being the current language Urdu and Nagri are difficult to acquire. But I am of opinion that the 2 years might well be reduced by 6 months.

5. The *Sanscrit* department of the High School is not in a flourishing state. Two Pandits, of no very eminent ability, impart a very superficial knowledge of Sanscrit to 27 boys, the nominal aim being the Prajna of the Oriental College Lahore : but during the last 5 years only 1 boy has appeared at even this moderately high Examination, and he failed. The number of students but poorly represents the numerous Brahmin families living in Udaipur ; and a desire for learning more of Sanscrit than what is necessary for the performance of the religious ritual would seem not to exist. Should His Highness desire to encourage this branch of learning I would suggest that Pandits of greater attainments should be engaged, and a larger number of scholarships should be granted.

6. *Girls' Schools*.—The school supported by the State is attended by 125 girls and compares favorably with similar schools in Rajputana. Four teachers are maintained, two of them having been specially trained for the purpose. The large majority of girls 80, are found in the lowest class : they marry at an early age and are usually withdrawn after having learnt only the very elements ; but a few remain and in five classes there are 45 girls all learning something. Two girls can work Rule of Three sums. All can read intelligently and write from dictation ; and to some 17 something of History and Geography is taught. The needlework commonly found in such schools

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is here also practised. The school being in the same enclosure as the High School receives the benefit of the Head Master's frequent supervision.

7. State encouragement of Education. Besides the amount expended on the upkeep of Schools the State has in a few instances conferred scholarships enabling boys to proceed with their studies elsewhere and take their degrees ; but this has been done in individual cases only. I would suggest that this occasional kindness become a principle and that until such time as circumstances warrant the establishment of a College in Udaipur, State-aid should be given each year to selected students enabling them to pursue a collegiate career. Within the last few years 3 natives of Udaipur have passed the M. A. standard, and 4 the B. A. One of these has distinguished himself and his State, first of all by gaining the highest place among all the B. A's of his year at the Allahabad University, and secondly by standing first among the L. L. B's. Another has gained the highest place in the Punjab University in the Examination for the License in Medicine, Obstetrics and Surgery. Many have passed the Intermediate Examination ; 47 the Entrance ; 60 the Middle. This is a creditable record, and shows that among the youth of Udaipur are many whose services if utilised would prove of the highest advantage to the State. By employing them, not only would State-work be more efficiently performed and the State be directly and enormously benefited, but the money spent by the State would become a profitable investment returning good interest on the capital expended. Frequently has the importance of paying regard to educational qualifications when filling up appointments been urged upon the notice of His Highness : I find among other Residents Colonel Miles and Colonel Wyllie laying special insistence upon the propriety and wisdom of this course : but in practice educational qualifications form in Udaipur no recommendation for employment : rather the reverse. One M. A. is at present serving as Private Secretary to His Highness ; but with this exception no single native of Udaipur with an M. A. or B. A. degree finds service in the State ; while with the exception of a few educational appointments only three State appointments seem to have been bestowed on those who have passed the Entrance. It seems to be held as a maxim that State work with its manifold complexities and difficulties can best be performed by those who are illiterate and uncultured. So long as this opinion prevails, education can not be expected to thrive : while the interests both of the State and of the inhabitants of the State must continue to suffer.

8. In former years a very excellent system, instituted in 1885, obtained whereby all educational matters were considered and legislated upon by a Committee, presided over by the Maharana and comprising the Resident and other Gentlemen—European as well as Native—of experience and judgment. To this Committee is due the framework of the educational system as it now exists ; but since the Committee in 1894 ceased to exist little or nothing has been done to extend that framework. There is now practically no controlling Agency. An Inspector nominally inspects the village schools, but no officer controls him or keeps a watch over his work. Nominally the administration of the whole education department is, under His Highness, in the hands of a Director of Public Instruction : but this officer is also Private Secretary to His Highness, besides being Secretary to the Mahendraj Sabha. His duties are

so numerous and multifarious as to render it impossible that he should adequately administer the department. The educational interests of a State are now a days of such paramount importance that it is essential to enlist the best available Agencies for their control and administration: I would therefore strongly urge either a return to the former system of a controlling Committee, or the appointment of a separate responsible officer as Director of Public Instruction, with leisure at his command, to exert effective supervision and control.

9. Education in the districts is still in the embryonic stage. Out of a population of some $10\frac{1}{2}$ lakhs, some 1,941 boys are in receipt of some instruction; less than 2 per 1,000; whereas the Government of India calculate 15 per cent of the population to be of a school-going age. Out of 6,044 towns and villages 37 have a population of over 2,000, 116 of over 1,000: of these 39 belong to Jagidars (18 of them having over 2,000) and the few schools that are to be found in them are elementary and are not inspected. In the villages belonging to the State there are 35 schools, mostly Lower Primary: 6 aim nominally at the Upper Primary Standard; one at Chitor teaches a little English of an elementary nature: while at Bhilwara there is an Anglo-Vernacular Middle School doing good work. Payment of fees is limited to a charge of one anna from those who do not contribute to the cess. In the Hilly Tracts, where the population is scattered and villages of a moderate size few there are 2 Primary Schools, but they are not visited by the Inspector. Upon these 35 schools the State spends liberally; the money would in many cases suffice for the provision of a higher standard. Many of the teachers too are qualified to teach a higher standard. It seems a pity therefore that a larger number of schools should not teach up to the Upper Primary standard, while the towns of Jahazpur, Sadri and Kapsin seem to be of sufficient size and prosperity to warrant the opening of Middle-Vernacular Schools. Sadri, I am told, would probably welcome the establishment of English classes. I would also suggest the extension of the Primary School system to a larger number of villages of sufficient size: the existing 35 schools very inadequately satisfy the educational needs of so large a State as Mewar; and until the requirements of Jangirdars as well as of Khalsa villages are satisfied the educational system in Mewar continues imperfect. The people of Mewar are, however, not anxious for education: they are as a rule, even the Banias and Brahmins, absorbed in agriculture, and though facilities be offered them they are slow to take advantage. Where therefore ordinary schools fail to attract, it might be advisable to introduce the modified course that the Government of Bengal has recently sanctioned for use among agriculturists.

10. So long as the education of a district is confined to the Primary stage it is impossible to obtain suitable youths competent to fill the numerous minor appointments that the State work requires. And so long as the junior official class is illiterate, the country must suffer. In the whole of Mewar there is not a single school where Hindi can be learned up to the Middle Standard. Youths of no education readily find employment: In the conferring of appointments, many of them of a very responsible nature, no regard seems to be given to educational qualifications: consequently there is no incentive to self-improvement. Vernacular Middle Schools ought to be established at the largest centres: then if only educated youths were chosen for revenue and other appointments a great stimulus would be given to education, the general

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tone of the official class moral as well as intellectual would be raised, and the work of the State would be carried on in a vastly improved fashion.

11. The difficulty of securing competent teachers is experienced in Mewar as elsewhere. No man should be placed in charge of a Primary School who has not himself passed the Vernacular Middle Examination: while to teach a Vernacular Middle School a man should have received proper training in a Normal School. Until such men can be procured locally, good pay will have to be offered to induce trained men to accept teacherships. In British India, as in some Native States the educational service is rendered attractive by the bestowal of pensions.

12. The important task of Inspection, upon which the well-being of a system so materially depends, is in Mewar, entrusted to one man who visits each of the 35 schools twice a year, reports to His Highness's Private Secretary who is entitled Director of Public Instruction and, it would seem, spends a goodly portion of the year in Udaipur performing duties in connection with that officer. There seems to be no testing of his work by a superior officer, no one seeing that his inspections are efficiently and honestly carried out. Moreover, such schools as exist in villages belonging to Jagirdars and in the Hilly Tracts—comprising altogether a very large portion, if not the larger portion of Mewar—remain uninspected: For these reasons, therefore, the system of Inspection would seem to be manifestly far from perfect. Mewar is so large and the distances between many of the villages so great that I would suggest the appointment of a second Inspector. An Inspector should visit every school in his charge at least 4 times a year, he should not only examine but should also guide and advise and he should spend at least 200 days away from the capital. I would further suggest that the head educational authority should annually, at convenient centres, hold an examination whereat the merits of the boys at the end of the Lower Primary Stage might be tested.

13. The question of establishing a Nobles' School for the education of the sons of the nobility and gentry of the State is now under consideration; and it is probable that before long arrangements will be made whereby Udaipur will in this respect be in no degree behind Kotah, Bikaner and Bharatpur. At present, I am told, the State sends one boy for education to the Mayo College, Ajmer.

14. An account of education in Udaipur would be incomplete if no mention were made of the schools conducted by the Presbyterian Mission, commenced in 1877 and since then so earnestly fostered, chiefly by the Revd. Dr. Shepherd. At present there are on the rolls of these Mission Schools 415 names, of whom 170 are girls. The City school is a Vernacular Primary one, attended by 150; and there is also a small school for 20 Bhils. Until quite lately, the number enrolled was 291 and the aim was the Vernacular Middle or Final Standard: but financial exigencies necessitated economies, and—to the loss of Udaipur—the aims of the school have had to be curtailed, and a falling off in numbers has ensued. There are two village schools for boys, teaching 75. Of Girl's schools there are 5, 2 in the City, 3 in the villages: progress in these is not rapid, but good is being done and an excellent example being set.